DOCUMENT RESUME

ED 322 351 CE 055 469

AUTHOR Cropley, Russell, Ed.; Doherty, Susan Sloan, Ed.
TITLE Vocational Education Administration Handbook. Edition #2.
INSTITUTION Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE 89
NOTE 143p.; For an earlier edition, see ED 276 884.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Administrator Role; Competence; Competency Based Education; Course Content; Course Descriptions; Curriculum Development; Educational Philosophy; Educational Planning; Educational Policy; Educational Resources; *Program Development; Program Implementation; Secondary Education; State Curriculum Guides; *State Departments of Education; *State Standards; *Vocational Directors; *Vocational Education
IDENTIFIERS *Alaska

ABSTRACT

This handbook clarifies the elements of a vocational education program and provides direction to help the administrators of Alaska's vocational programs to plan and implement high quality programs. The handbook provides information on the regulations and standards for vocational programs. The handbook is organized in three parts. Part 1 provides an introduction to vocational education in Alaska, with information on the mission and goals of the Alaska Department of Education for vocational education. Part 2 gives information on the responsibilities of vocational administrators and specific requirements for vocational programs in Alaska. Part 3 describes various programs, resources, and services provided through the Alaska Department of Education's Office of Adult and Vocational Education. Twelve appendixes provide sample forms and additional information to be used in planning, operating, and evaluating vocational education programs. Included are vocational student organizations, Alaska teacher certification requirements, definitions, 17 references, and vocational education regulations. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED322351

Office of Adult and Vocational Education

Vocational Education Administration Handbook

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

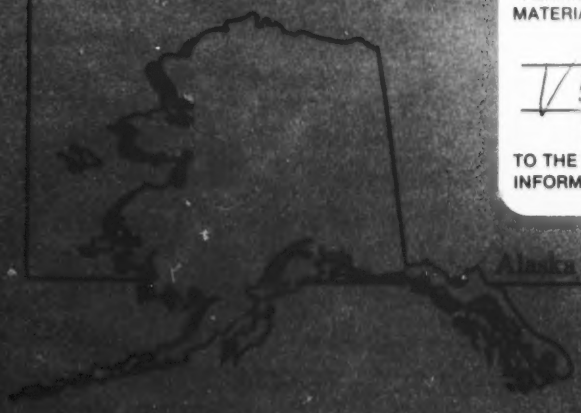
☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



Alaska Department of Education

1989

BEST COPY AVAILABLE

Vocational Education Administration Handbook

DEVELOPED BY THE ALASKA DEPARTMENT OF EDUCATION,
OFFICE OF ADULT AND VOCATIONAL EDUCATION AND
LEADERSHIP EXPERIENCES, INC.

EDITORS:

RUSSELL CROPLEY
OFFICE OF ADULT AND VOCATIONAL EDUCATION

SUSAN SLOAN DOHERTY, CONSULTANT
LEADERSHIP EXPERIENCES, INC.

This handbook was prepared with the support of the U.S. Department of Education funds under the Carl D. Perkins Act , PL 98-524. Copies are available from the Alaska Department of Education, Alaska Vocational Materials Library, P.O. Box F, Juneau, Alaska 99811, (907) 465-4685. This handbook may be duplicated.

Alaska Department of Education 1989
Edition # 2

The Alaska Department of Education is an equal opportunity employer and will not discriminate in Department employment, supervision, practices, services or educational programs on the basis of race, religion, color, national origin, age, sex, handicap, marital status, changes in marital status, pregnancy, parenthood, veteran's status, veteran's disability or political affiliation.

Foreword

This handbook was designed to clarify the elements of a quality vocational education program, and to provide direction to enable the administrators of Alaska's vocational programs to successfully plan and implement quality programs.

The handbook provides information on the regulations and standards for vocational programs.

Regulations establish the minimum requirements for approved programs in vocational education. While regulations provide minimum requirements for program approval and funding, most school districts want to strive for excellence in vocational education.

Standards provide benchmarks for the purpose of planning, operating, funding, and evaluating excellence in vocational education programs. The standards in this handbook were developed by a task force of Alaskan educators, then modified and refined based on input from educators throughout the state. They are intended to provide local administrators with a means for planning and assessing quality programs.

THIS HANDBOOK IS DIVIDED INTO FOUR PARTS:

Part I provides an introduction to vocational education in Alaska, and includes information on the mission and goals of the Alaska Department of Education for vocational education, the standards for quality vocational programs in Alaska, and information on the Alaska State Plan for Vocational Education.

Part II gives information on the responsibilities of the vocational administrator and specific requirements for vocational programs in Alaska.

Part III describes various programs, resources, and services provided through the Alaska Department of Education, Office of Adult and Vocational Education.

Appendices provide sample forms and additional information to be used in planning, operating and evaluating vocational education programs.

Acknowledgements

This handbook reflects the efforts of a number of people. In 1984 the staff of the Office of Adult and Vocational Education developed a first draft of the handbook. The Department of Education contracted with the Northern Institute to facilitate field-based development of a final handbook. In November 1984 a task force of educators revised the draft and wrote a draft of Alaska's standards for vocational education. The draft standards were disseminated throughout the state, revised based on input and comments received, and forwarded to the State Board for Vocational Education. Task force members included the following individuals:

Gerald Butts
Director of Vocational Education
Anchorage School District

Russell Cropley
Director of Vocational Education
Lower Kuskokwim School District

Kathy Herrin DiNicola
Principal
Valdez Junior High School

James Hickerson
Director of Vocational Education
Bering Strait School District

Duncan Hunter
Director of Special Education
Matanuska-Susitna Borough School District

Steve McPhetres
Superintendent
Haines Borough School District

James Schlegel
Director of Vocational Education and
Special Programs and Grants
Fairbanks North Star Borough School District

The following Program Services staff of the Office of Adult and Vocational Education participated in the development and review of the original handbook:

Gary Fuller
Program Supervisor

Welles Gabier
Program Coordinator

George Genz
Program Supervisor

Verdell Jackson
Program Supervisor

Helen Mehrkens
Program Supervisor

Linda VanBallenberghe
Equity Coordinator

Carole Veir
Special Needs Supervisor

In 1988, a group of educators reviewed the handbook and suggested revisions in the standards and in the format of the handbook. We wish to thank the following individuals for their assistance:

Jim Hickerson
Director of Vocational Education
Bering Strait School District

Jess Holloway
Director of Vocational Education
North Slope Borough School District

Dick Leath
Superintendent
Bristol Bay Borough Schools

Howard Lowery
Vocational Education Coordinator
Mat-Su Borough School District

James Schlegel
Director of Vocational Education
Fairbanks North Star Borough School District

Kent Wegener
Director of Vocational Education
Petersburg City Schools

TABLE OF CONTENTS

Foreword i
Acknowledgements ii

Part 1 - Introduction to Vocational Education in Alaska
Mission of Department of Education in Vocational Education 1
Goals for Vocational Education 1
Standards for Vocational Education in Alaska 2
Alaska State Plan for Vocational Education 3

Part 2 - Local Vocational Programs
Responsibilities of a Local Vocational Education Administrator 4
Vocational Education Regulations and Guidelines 7
Program Requirements 8
Local Vocational Education Plan 10
Advisory Committee 13
Needs Assessment 15
Personnel Qualifications 17
Personnel Development 19
Equal Opportunity 21
Vocational Education for Exceptional Children 22
Curriculum 24
Vocational Facilities and Equipment 26
Evaluation 28
Vocational Student Leadership Organizations 30
Vocational Guidance and Placement 32
State Aid 35
Program Review 37

Part 3 - Programs, Resources and Services
Office of Adult and Vocational Education Organizational Chart 40
Technical Assistance 41
Alaska Vocational Materials Library 42
Alaska Career Information System (AKCIS) 43
High School Planner 44
OAVE Newsletter 46
Rural Student Vocational Program 47
On-the-Job Training 48
Cooperative Vocational Education 49
Job Training Partnership Act 51
Applied Academics 53
Grants Management 54
State-wide Equity Coordinator 59
Monitoring for Compliance 60

Appendices
A. - Local Plan for Vocational Education 62
B. - Vocational Education Program Application 75
C. - Vocational Education Enrollment Report 82
D. - Self-Evaluation for Vocational Education 84
E. - Sample Needs Assessments 92
F. - Inventory and Replacement Schedule, and Preventive Maintenance Program 101
G. - On-Site Technical Assistance Request Form 104
H. - Approved Vocational Student Leadership Organizations 105
I. - Requirements for Teacher Certification in Alaska 106
J. - Definitions 109
K. - Bibliography 111
L. - Vocational Education Regulations 112

PART 1

Introduction to Vocational Education in Alaska

Mission of Department of Education in Vocational Education

The State Board of Vocational Education directs the Commissioner to assure the state resources and policies make quality vocational instruction accessible to all Alaskans. The Department of Education will administer the statutes, rules, regulations and standards in an impartial and efficient manner; provide leadership and service to strengthen local planning and delivery of quality educational opportunities; maintain a system of information management that contributes to effective decision making at the local level; foster community involvement in planning and evaluation through the local advisory process; and provide local access to research and development designed to improve the quality of vocational education.

Goals for Vocational Education

The State Board of Vocational Education has adopted the following nine goals as the foundation for strengthening vocational education in Alaska:

1. Developing and implementing statewide standards
2. Developing and implementing comprehensive on-going program planning at the local and state level
3. Ensuring the fiscal integrity of the expenditures of state and federal funds for career and vocational education
4. Providing staff development opportunities to increase the technical expertise of career and vocational educators
5. Developing and implementing comprehensive on-going program evaluations at the local and state levels
6. Designing and distributing state-of-the-art curriculum materials relevant to Alaska's need
7. Assisting in program development for special needs students
8. Achieving cooperation among public and private entities involved in vocational education and employment
9. Improving the quality of career and vocational education by providing technical assistance

adopted at 12/84 meeting of
State Board of Vocational Education

Standards for Vocational Education in Alaska

Standards provide benchmarks for planning, operating, funding, and evaluating vocational education programs. The following are the standards for vocational education programs in secondary schools in Alaska:

The Local Education Agency shall submit local vocational education plans to the Department of Education.

The Local Education Agency shall establish and maintain a vocational education advisory committee.

The Local Education Agency shall conduct an assessment of employment opportunities, educational resources, and community interests.

The Local Education Agency shall ensure that vocational program offerings are taught and administered by personnel possessing appropriate Alaska certification with vocational subject matter endorsements.

The Local Education Agency shall provide staff development and professional growth opportunities for its vocational education personnel.

The Local Education Agency shall not deny any student the opportunity to participate in vocational programs or services on the basis of race, sex, national origin, limited English-speaking ability, handicapping status, economic or academic condition.

The Local Education Agency shall accommodate the individual needs of exceptional students enrolled in vocational education programs.

The Local Education Agency shall have written curriculum for each vocational instructional program.

The Local Education Agency shall provide instructional equipment and facilities which are reflective of those used in the occupation; adequate for the maintenance of acceptable education, health and safety standards; and capable of accommodating male , female, and handicapped students.

The Local Education Agency shall evaluate vocational education programs.

The Local Education Agency shall provide opportunities for active participation in Vocational Student leadership Organizations to all vocational students with emphasis on the development of occupational and leadership skills.

The Local Education Agency shall have written procedures for providing vocational education guidance services to all students and for placing vocational program completers and early leavers.

The Local Education Agency shall maintain records on vocational programs.

The Local Education Agency shall provide financial support for operation of quality vocational programs.

Alaska State Plan for Vocational Education

The Division of Adult and Vocational Education develops an annual plan for Vocational Education to comply with the requirements of P.L. 98-524, The Carl D. Perkins Vocational Education Act. The purpose of the plan is to specify major needs, goals, objectives, and activities for vocational education on a statewide basis. This planning builds upon past accomplishments and ongoing programs to ensure that all federal, state, and local resources are used in a well coordinated manner to meet identified needs and to improve the quality of vocational education programs in the state.

For copies of the Alaska State Plan for Vocational Education, the following source is recommended:

Director
Office of Adult and Vocational Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

PART 2

Local Vocational Programs

Responsibilities of a Local Vocational Education Administrator

Vocational education administrators must consider a variety of factors when developing vocational programs. Labor market needs, community interests, student needs, school facilities and equipment, curriculum, and staff expertise must all be analyzed. The following section delineates the responsibilities of a local vocational education administrator in developing and supervising vocational programs.

I - Develop and implement a local plan for vocational education.

a) Involve the local advisory council in setting goals and objectives for career vocational programs.

b) Conduct a needs assessment to determine community and student interest and needs for Vocational Education.

c) Develop the local plan for vocational education based on the needs assessment.

d) Submit the plan to the Office of Adult and Vocational Education.

e) Implement the plan.

f) Maintain a file of the programs approved by the Office of Adult and Vocational Education.

II - Establish and work with a local vocational education advisory council.

a) Form an advisory council whose members appropriately represent the community.

b) Meet regularly with the council.

c) Keep accurate records of each meeting.

d) Use information from the advisory council in planning and strengthening vocational programs.

III - Conduct regular assessments of employment opportunity, educational resources, and community interests.

a) Work with the advisory council to develop a plan of action for conducting the needs assessment.

b) Conduct the needs assessment and collect data.

c) Compile the results of the needs assessment.

IV - Keep accurate records of vocational program funds.

a) Design and maintain an on-going record system for all data collected.

b) Collect quarterly enrollment information for each approved vocational course.

c) Report the district's enrollment in vocational education programs to the Office of Adult and Vocational Education.

d) Calculate the total funding eligibility for the district.

e) Assure that district vocational teachers' enrollment/grade books are kept on file for audit purposes.

V - Provide staff development and professional growth opportunities for vocational education personnel.

a) Plan staff development opportunities for vocational education personnel.

b) Provide staff development activities for vocational education personnel.

c) Evaluate the staff development activities.

VI - Ensure that vocational programs are available to all students regardless of race, sex, national origin, limited English-speaking ability, handicapping condition, or economic condition.

a) Create programs and activities in vocational education that are designed to reduce stereotyping in all vocational programs.

b) Review all vocational education programs for bias.

VII - Ensure that vocational programs accommodate the individual needs of special needs students enrolled in those programs.

a) Adopt objectives for serving special needs students in vocational education as part of the plan for programs and services.

b) Establish guidelines to ensure that special needs students are not excluded from participation in an appropriate vocational education program.

VIII - Develop, adopt, or adapt curriculum for vocational education.

a) Define curriculum content and student competencies for each program area.

b) Review existing curriculum and adopt or adapt to meet local education agency needs.

c) Involve the local advisory council in reviewing the curriculum.

IX - Support Vocational Student Leadership Organizations.

a) Develop procedures to enable all students enrolled in a vocational program to join the appropriate local and state/national Vocational Student Leadership Organizations.

b) Provide for Vocational Student Leadership Organization activities.

c) Include information/training on Vocational Student Leadership Organizations in staff development activities.

d) Include Vocational Student Leadership Organization as an integral part of the curriculum.

X - Provide appropriate facilities and equipment for vocational programs.

a) Develop a plan for equipment and facilities acquisition for vocational programs.

b) Select equipment which is related to local market needs, the needs of the students and will fit available facilities.

c) Develop procedures for maintaining, repairing and replacing equipment as necessary.

XI - Develop and implement procedures for providing career and vocational education guidance services to all students and for placing vocational program completers and early leavers.

a) Provide for the orientation of all students regarding vocational program offerings.

b) Provide assistance and/or information on employment and/or additional training to program completers and early leavers.

c) Conduct career interest assessments.

d) Conduct follow-up studies on program completers and early-leavers.

XII - Evaluate vocational education programs.

a) Develop an evaluation instrument to include necessary information.

b) Collect data from students, teachers, principals, counselors, advisory council members, and employers.

c) Compile evaluation data and analyze results.

d) Use evaluation results to improve vocational programs.

XIII - Administer the district's vocational education programs.

a) Provide information on vocational programs to administrators, teachers, students, school board members, parents, and the community.

b) Work with district administrative staff to operate quality vocational programs.

c) Understand and comply with federal and state laws and regulations on vocational education.

d) Identify research problems for study; conduct or have conducted appropriate research, and use results to improve vocational programs.

e) Coordinate activities of the vocational education staff.

f) Design and maintain a record keeping system for all information on the vocational program.

Vocational Education Regulations and Guidelines

The State of Alaska regulations for vocational education (see Appendix L) establish the minimum requirements for approved programs in vocational education. Programs must meet these requirements to be approved by the Department of Education.

While regulations provide minimum requirements for program approval and funding, most school districts strive for excellence in vocational education.

The following guidelines are to be used for the purpose of planning, operating, funding, and evaluating excellence in vocational education programs. The guidelines which follow were developed by a task force of Alaskan educators, then modified and refined based on input from educators throughout the state. They are intended to provide local administrators with a means for planning and assessing quality programs.

Each of the following components of vocational education includes:

- the regulation which outlines the requirements as per Alaska statute
- the rationale for the necessity of the regulation
- suggested guidelines designed to assist the administrator in developing a program that achieves the standard
- resources for assistance and further information

PROGRAM REQUIREMENTS

REGULATION:

4 AAC 51.210. PROGRAM REQUIREMENTS. Except as otherwise provided by 4 AAC 51.250 and 4 AAC 51.320, each district that offers a vocational education program under the provisions of 4 AAC 51.200 - 4 AAC 51.390, and elects to receive state aid under AS 14 for vocational programs, shall

(1) submit a vocational education plan for approval by the department, as required by 4 AAC 51.220;

(2) employ vocationally certified instructors qualified under 4 AAC 51.250;

(3) develop a plan for inservice training of vocational education instructors, as required by 4 AAC 51.260;

(4) provide all students with an equal opportunity to participate in vocational programs, as required by 4 AAC 51.270;

(5) include vocational education instructors in the development of individualized education programs, as required by 4 AAC 51.280;

(6) adopt a written curriculum for each vocational program in the manner required by 4 AAC 51.290;

(7) provide instructional equipment and facilities, as required by 4 AAC 51.300;

RATIONALE:

To meet Alaska's requirement for high school vocational education programs and to receive secondary vocational education foundation support, local education agencies must submit certain items to the Department of Education

GUIDELINES:

1. Submit the Local Plan for Vocational Education to the Office of Adult and Vocational Education by July 1 of the first year of each six year plan cycle. (See Appendix A.)

2. Submit District Vocational Education Program Applications for each program to the Office of Adult and Vocational Education prior to July 1 as part of the six year plan. (See Appendix B.).

3. Submit the "Vocational Education Enrollment Report" to the Office of Adult and Vocational Education two weeks after the fall enrollment report (fourth Friday in October, PL874 date). An optional report may be submitted two weeks after the spring report (second Friday in February). (See Appendix C.)

4. Submit an evaluation of the local vocational education program to the Office of Adult and Vocational Education upon completion of the sixth year of the six year plan. This evaluation shall be submitted prior to or concurrent with a renewed six year plan. (See Appendix D for a suggested format.)

5. It is recommended that the Vocational Education Plan be reviewed every three years and updated to reflect changes in the needs of the students and the community served. Whenever there are significant changes in the vocational education program, the plan must be updated and submitted to the Office of Adult and Vocational Education for approval prior to implementing the changes.

RESOURCES:

Local Plan for Vocational Education (Appendix A)

Vocational Education Program Application (Appendix B)

Vocational Education Enrollment Report (Appendix C)

Self-Evaluation for Vocational Education (Appendix D)

Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

LOCAL VOCATIONAL EDUCATION PLAN

REGULATION:

4 AAC 51.220. LOCAL VOCATIONAL EDUCATION PLAN. (a) Each district shall develop, and submit to the department for approval, a vocational education plan.

(b) The plan required by (a) of this section must include

(1) a description of the involvement of the local advisory committee required by 4 AAC 51.230;

(2) a description of the needs assessment required by 4 AAC 51.240;

(3) a description of inservice training, as required by 4 AAC 51.260;

(4) a description of the facilities and equipment available to implement the plan, as required by 4 AAC 51.300;

(5) a description of the curriculum required by 4 AAC 51.290;

(6) a design for vocational education program evaluation required by 4 AAC 51.310; and

(7) a description of the guidance services required by 4 AAC 51.330.

(c) The local vocational education plan must be updated at least every sixth year. (Eff. 7/1/86. Reg. 96; am 12/23/88, Register 108)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

In addition to the above, the Department requires the following elements as part of the local plan:

(1) a description of the district's efforts to "provide an opportunity for vocational students to participate in Vocational Student Leadership Organizations (schools with average daily membership of more than 100), as required by 4 AAC 57.320;

(2) a statement of the district philosophy of vocational education;

(3) a list of district goals and objectives for vocational education;

(4) a description of the management information system (MIS) which includes :

(a) fiscal information procedures for both expendable for non-expendable items

(b) student information including - enrollment & attendance data, ethnic group, gender, handicapping condition, economic & academic disadvantages, and level of English speaking skills

RATIONALE:

Local plans for vocational programs are necessary to assure development and maintenance of quality programs which are responsive to the needs of students and the local community.

SUGGESTED GUIDELINES:

1. Review all aspects of the local program annually. Submit desired changes to the Office of Adult and Vocational Education by July 1st for fall semester implementation and September 30th for the spring semester.

2. Review and revise the local plan every six years. As part of the planning process, the district should:

   a) Conduct a formal needs assessment which analyzes the local, state and national employment opportunities and assesses the community needs and interests with regard to the vocational education curriculum.

   b) Work with the local vocational advisory council to review and revise the district's vocational education philosophy, goals and objectives in accordance with the findings of the formal needs assessment.

   c) Review/evaluate the curriculum to determine that all programs are equally available to all students and that they are compatible with the established district goals and objectives. This may be a part of the formal needs assessment and should include input from students, former students, teachers, principals, counselors, and advisory committee members.

   d) Review the resources (i.e. instructional materials, supplies, facilities and equipment) which are available in order to determine whether or not they will support the curriculum and provide a safe, efficient learning environment.

   e) Modify the curriculum and resources, based on the above reviews and evaluations, in order to achieve the established goals and objectives.

   f) Review the management of the data and information which are required by State and Federal statute in order to determine that records are being accurately kept.

g) Design a staff development program based on the formal needs assessment, the vocational education program assessment and the needs of the vocational education instructors.

h) Review the student counseling and career guidance program to determine that it is meeting the needs of the students. This should include placement and follow-up.

i) Review the opportunities provided for student involvement in Vocational Student Leadership Organizations.

RESOURCES:

Competency-Based Administrator Education Materials, Category A: Program Planning and Evaluation. Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Local Plan for Vocational Education (Appendix A)

Vocational Education Program Application (Appendix B)

Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

ADVISORY COMMITTEE

REGULATION:

4 AAC 51.230. ADVISORY COMMITTEE. (a) Each District shall use a vocational education advisory committee for the purpose of assisting the district in planning and evaluating vocational education programs.

(b) The advisory committee must have members representing:

(1) the vocational education programs, including teachers and students; and

(2) the employers and employees of the region to be served by the programs.

(c) The advisory committee must:

(1) meet at least twice each year as the school district vocational education advisory committee; and

(2) must maintain minutes of each meeting. (Eff. 12/4/85, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

RATIONALE:

A Vocational Education Advisory Committee is a group of people, from the work force but predominately from outside of the field of education, who advise educators on establishment and maintenance of vocational education programs to meet the needs of individuals and the local community.

SUGGESTED GUIDELINES:

1. Form an advisory committee whose members appropriately represent the community. In order to meet both federal and state guidelines, the committee should include representation from:
   - ·each vocational education program area
   - ·business/industry labor community
   - ·both sexes
   - ·racial and ethnic groups represented in the community

An existing group such as a local advisory school board could serve as the vocational advisory committee providing they convene as the vocational advisory committee and maintain separate minutes.

2. Work with the Committee to:
   a. provide direction on curriculum development to insure relevance to the world of work and community needs
   b. supply technical information when needed
   c. serve as a "sounding board" for community sentiment
   d. lend validity to proposals for new and expanded programs in vocational education
   e. assist in developing work experience programs
   f. serve as a team for assessing and evaluating programs

RESOURCES:

Citizen's Participation in Vocational Education, Governor's Council on Vocational and Career Education, 211 Fourth Street, Suite 101, Juneau, AK 99811

Local Advisory Committee: Handbook for Vocational Administrators, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Competency-Based Administrator Education Materials, Category F: School-Community Relations, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

NEEDS ASSESSMENT

REGULATION:

4 AAC 51.240. NEEDS ASSESSMENT. (a) Each District shall use the results of a formal assessment of employment opportunities, educational resources, and community interests in developing the vocational education plan.

(b) The assessment required by this section must address

(1) employment opportunities;

(2) facilities and equipment needed in the instructional program;

(3) current vocational education programs; and

(4) community needs and interests. (Eff. 7/1/86, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

RATIONALE:

Local needs assessment is at the very heart of the planning process. Before a meaningful program of vocational education can be established, a comprehensive assessment must be conducted to determine:

1) the numbers and kinds of jobs currently open and projected for the future,
2) the needs and aspirations of the local community,
3) the interests and ambitions of the students, and
4) the resources (money, personnel, facilities, other community resources) available to do the job.

SUGGESTED GUIDELINES:

1. Work with the advisory committee to develop a plan of action for conducting the needs assessment. The plan should clarify:
   a. the major activities to be accomplished
   b. the person responsible for the accomplishment of each task
   c. the resultant product or the indicator of accomplishment for each activity
   d. a timeline for completion of each activity.

2. Implement the plan and collect data on the state and local labor market, resources available, and community needs and interests. The Alaska Department of Labor can provide pertinent labor market statistics.

3. Utilize the program evaluation as a part of the needs assessment process.

4. Compile the results of the needs assessment. (Note: A vocational needs assessment could be built into other existing procedures.)

RESOURCES:

Competency-Based Administrator Education Materials, Category A: Program Planning, Development, and Evaluation, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, Alaska 99811

On-Site Technical Assistance Request Form (Appendix G)

Sample Needs Assessments (Appendix E)

Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

Research and Analysis
Alaska Department of Labor
Employment Security Division
P.O. Box 3-7000
Juneau, AK 99802
(907) 465-2712

PERSONNEL QUALIFICATIONS

REGULATION:

4 AAC 12.053. VOCATIONAL EDUCATION PERSONNEL QUALIFICATIONS.

(a) Each person employed as a vocational education instructor must possess;

(1) a Type A or B Certificate issued under 4 AAC 12 with a vocational education subject matter endorsement issued under 4 AAC 12.060(b)(1); or

(2) a Type D Vocational Trades Certificate issued under AAC 12.050 for a specific trade.

(b) The department will, in its discretion, grant a waiver of the endorsement requirement in (a) of this section to a person who held a Type A or B Certificate on December 23, 1988.

(c) A person employed at a school site that has a 9-12 secondary average daily membership of less than 100 is exempt from the endorsement requirement in (a) of this section. (Eff. 7/1/86, Reg. 96; am 12/23/88, Reg. 108)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 12.050. VOCATIONAL TRADES CERTIFICATE (TYPE D).

(a) a vocational trades certificate, valid for two years, shall be issued to an applicant who;

(1) has completed four or more calendar years of full-time work experience in a trade or vocational pursuit, for which not more than two years of formal training (trade school or technical institute) may be substituted; and

(2) has letters of recommendation from one or more training agencies or supervisors of the trade experience stating the experience has been satisfactory; and

(3) has proof of employment in his trade or vocational area for a school district or non-public school.

(b) a vocational trades certificate may be renewed any number of times upon submission of evidence of completion of three semester hours of credit or additional training and/or work experience acceptable to the commissioner, and evidence of satisfactory service obtained during the life of the certificate.

(c) The fee for a vocational trades certificate is $ 10.

RATIONALE:

Knowledgeable staff are a key factor in quality programs. In order to assure that vocational teachers and administrators are appropriately and adequately prepared for the field of vocational education, certification requirements are necessary. According to Alaska Education regulation 4 AAC 12.010. (e) "Neither the state nor a district school board shall pay a salary to any teacher who has not obtained a valid Alaska teaching certificate."

SUGGESTED GUIDELINES:

1. Provide a copy of the certification requirements for vocational teachers and administrators to personnel directors.

2. Screen all applications to ensure that applicants meet certification requirements.

3. Work with employees who do not currently meet certification requirements to develop plans for meeting those requirements.

4. Recommend that six credits towards state recency requirements for vocational staff be related to vocational education and/or special education.

RESOURCES:

Competency-Based Administrator Education Materials, Category D: Personnel Management, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, Alaska 99811

Local Education Agency Personnel Office

Requirements for Teacher Certification in Alaska (Appendix I)

Chief of Certification
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-2831

Research and Analysis
Alaska Department of Labor
Employment Security Division
P.O. Box 3-7000
Juneau, AK 99802
(907) 465-2712

PERSONNEL DEVELOPMENT

REGULATION:

4 AAC 51.260. PERSONNEL DEVELOPMENT. (a) Each local vocational education plan must describe inservice training planned for personnel employed as vocational education instructors. (Eff. 7/1/86, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

RATIONALE:

Quality vocational education programs rely on vocational staff who keep abreast of professional, and technological advances in the profession, and who upgrade their professional and technological skills. The purpose of the inservice training program should be to assist the vocational staff with these objectives.

SUGGESTED GUIDELINES:

1. Design the inservice plan by involving:
   a. the vocational advisory committee
   b. vocational staff
   c. local administration

2. Design an inservice program which takes into account:
   a. staff professional growth and development needs
   b. program evaluations
   c. technological changes
   d. community needs assessment
   e. educational trends and resources
   f. special education programs

3. Include inservice to provide:
   a. technological updates through short term programs or summer on-the-job training
   b. attendance at regional, state, and national conferences and workshops
   c. correspondence and other site based programs as approved by the Local Education Agency or credit-granting agency
   d. individual study groups
   e. business/industry training schools
   f. techniques for working with exceptional children

4. Design the inservice plan to meet the overall goals and objectives of the vocational education programs as expressed in the program plan submitted to the State Department of Education.

RESOURCES:

On-Site Technical Assistance Request Form (Appendix G)

Competency-Based Administrator Education Materials, Category E: Professional and Staff Development, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Office of Adult and Vocational Education
Alaska Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

College of Career and Vocational Education
University of Alaska, Anchorage
3211 Providence Drive
Anchorage, AK 99508
(907) 786-1410

EQUAL OPPORTUNITY

REGULATION:

4 AAC 51.270 EQUAL OPPORTUNITY. Each school district shall

(1) provide all students an opportunity to enroll in vocational education programs; and

(2) adopt policies to assure equal opportunities and nondiscrimination. (Eff. 7/1/86, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

RATIONALE:

Local Education Agencies which offer vocational programs must make those programs equally available to all students.

SUGGESTED GUIDELINES:

1. Review all vocational education programs for bias and implement programs and activities to reduce stereotyping as necessary.
2. Monitor cooperative education, RSVP, work study programs, and similar placement with employers to assure equal opportunities for students.
3. Include a non-discrimination statement in all vocational program publications.
4. Work with school personnel to review master schedules to ensure that the schedule allows students' equal opportunity access to vocational programs.
5. Ensure that class enrollments meet Office of Civil Rights guidelines.

RESOURCES:

Alaska School Counselors Handbook, Alaska State Department of Education, P.O. Box F, Juneau, AK 99811

P.L. 92-318, Education Amendments of 1972-Title IX

4AAC 06.50 - - 4 AAC 06.600 Prohibition of sex discrimination

Equity Coordinator
Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

VOCATIONAL EDUCATION FOR EXCEPTIONAL CHILDREN

REGULATION:

4 AAC 51.280 VOCATIONAL EDUCATION FOR EXCEPTIONAL CHILDREN. A vocational education instructor must serve on each child study team convened to develop, review, or revise an individualized education program under 4 AAC 52.140 if the exceptional child may be placed in a vocational educational program under 4 AAC 52.150. (Eff. 7/1/86, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

RATIONALE:

In order that handicapped and disadvantaged students may participate successfully in the regular vocational education program, all staff involved in the students education must cooperate to provide appropriate, specially designed vocational instruction and related services in the regular class environment. This cooperation must begin in the planning of the students individualized education plan (IEP), which specifies what specially designed vocational education will be provided. It is essential for vocational teachers to be involved in the development of the student's IEP. Federal funds for these specific program entitlements must be matched using non-federal funds.

Data obtained from participating agencies will be inserted into the formula based on (1) the data from those agencies that wish to be considered for the entitlement (statewide totals); and (2) the date from those agencies which make application for the entitlement (individual agency percentage of funds).

SUGGESTED GUIDELINES:

1. The local education agency should explore and specify the options available for providing appropriate vocational education programs and/or services for handicapped and disadvantaged students. Options may include the following:
   a) Direct services by the local education agency
   b) Collaborative agreements with other public agencies
   c) On-the-job training agreements with local employers

The Carl D. Perkins Act is very specific about vocational supplemental formula funding for handicapped and disadvantaged students. The local education agency must provide to each vocationally handicapped or disadvantaged student the services listed in items 2 - 4:

2. Provide information to handicapped and disadvantaged students and parents concerning the opportunities and requirements in vocational education. This must be done no later than the ninth grade.

3. Assess interests, abilities, and special needs of the vocational handicapped / disadvantaged student with respect to successfully completing the vocational education program.

4. Provide special services, including adaptation of equipment, curriculum, instruction, and facilities designed to meet the needs above.

5. Provide counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

RESOURCES:

Vocational Education for Handicapped Students, "Guidelines for Program Development", Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

CURRICULUM

REGULATION:

4 AAC 51.290. CURRICULUM. In addition to the requirements imposed by 4 AAC 05.080, each school district shall adopt a written curriculum, for each vocational program, that

(1) lists the student competencies necessary for completion;

(2) provides for the integration of leadership competencies; and

(3) describes the opportunities available to the student for work experience. (Eff. 12/4/85, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 05.080. (d) requires that each district adopt a curriculum which describes what shall be taught students in attendance in grades K-12. This curriculum must be systematically evaluated on an ongoing basis with each content area undergoing review at least once every six years. This regulation also applies to the vocational programs in a district. The curriculum should contain:

1) a statement that the document is intended to be used as a guide for planning instructional strategies

2) statements outlining the goals for which the curriculum was designed

3) content which can be expected to accomplish the goals

4) a description of the evaluation design for determining the effectiveness of the curriculum.

RATIONALE:

The vocational education curriculum should be designed to provide students with the opportunity to learn specific occupational skills to enter employment and/or to prepare for advanced education.

A curriculum is a well defined continuum of learning experiences organized into programs in various subject matter areas. A program is a subdivision of the total curriculum reflecting a logically related grouping of courses. All of the programs make up the total curriculum.

SUGGESTED GUIDELINES:

1. Secure or develop a task analysis or competency listing for each program area.

2. Utilize a local advisory council to validate the list of competencies.

3. Develop the curriculum to include:
   a. an outline of the major instructional units of the program
   b. a description of the scope and sequence for the vocational program
   c. a list of the instructional objectives
   d. a list of student competencies necessary for completion of the program
   e. a description of methods for evaluating student achievement
   f. a description of opportunities for work experience(s) such as the Rural Student Vocational Program, Cooperative Education, On-the-Job Training, simulation laboratories, and/or work experience
   g. a provision for eliminating sex role stereotypes
   h. a provision for integrating leadership competencies

4. Develop, adapt, or adopt curriculum materials to meet the objectives.

5. Provide for periodic curriculum review.

6. Provide a copy of the district approved vocational curriculum to every vocational instructor.

RESOURCES:

Competency-Based Administrator Education Materials, Category B: Instructional Management. Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Performance Based Teacher Education Modules. American Association for Vocational Instructional Materials, University of Georgia, 120 Engineering Center, Athens, Georgia 30602

Model Curriculum, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

VOCATIONAL FACILITIES and EQUIPMENT

REGULATION:

4 AAC 51.300. VOCATIONAL FACILITIES AND EQUIPMENT. (a) Each school district shall provide equipment and facilities that are

(1) capable of meeting instructional objectives; and

(2) maintained to meet state and federal health and safety standards.

(b) The district shall establish a written procedure for the maintenance, repair, and replacement of vocational equipment. (Eff. 7/1/86, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

RATIONALE:

The needs of the community and the students should determine the vocational programs; the vocational programs should dictate the instructional objectives. Acquisition of facilities and equipment should be based on the instructional objectives of the program. The facilities and equipment should be maintained to meet state and federal health and safety standards in order to provide a safe learning environment for students.

SUGGESTED GUIDELINES:

1. Select equipment to meet the needs of students and to fit the facilities. Consider safety, compatibility in size and capacity, and appropriateness of equipment to the occupation for which training is being delivered.

2. Maintain inventory records which include a written description of the equipment with proper identification such as name, type, serial number, agency identification number, date of purchase, source of funds used for purchase, price, location of the item, and the physical or operating condition of the equipment.

3. Develop a maintenance system to include:
   a. a written procedure and schedule for the maintenance of each item of equipment
   b. a written procedure for the replacement of equipment
   c. a written plan for the inspection of equipment, and compliance with state and federal safety standards

4. Develop an equipment replacement schedule to include a predetermined schedule of replacement based on both usage and obsolescence and a procedure for emergency repair and replacement.

RESOURCES:

Competency-Based Administrator Education Materials, Category G: Facilities and Equipment Management, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Alaska State Vocational Education Safety Handbook, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Inventory and Replacement Schedule (Appendix F)

Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

EVALUATION

REGULATION:

4 AAC 51.310. EVALUATION. (a) The evaluation of the vocational education curriculum required by 4 AAC 05.080(e) must include

(1) input from students, former students, teachers, principals, counselors, and advisory committee members; and

(2) an assessment of the district's implementation of each requirement imposed of each requirement imposed by 4 AAC 51.210.

(b) A written summary of the evaluation must be submitted to the department as part of the needs assessment required by 4 AAC 51.240. (Eff. 7/1/86, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

RATIONALE:

Vocational program evaluation is the process of systematically identifying, collecting, analyzing, and reporting information about vocational education programs. Evaluation should be an ongoing, integral part of all vocational education programs. The ultimate purpose of evaluation should be to analyze program effectiveness and thereby positively influence growth and development of students in making the transition into the working society.

Five questions should be addressed in a program evaluation:

Is the program appropriate? To determine whether or not a program is appropriate, consider the demands of the local, state, and national labor markets. Any program's existence should be periodically questioned and justified according to current needs for vocational training in a given area.

Is the program effective? To determine whether or not a program is effective, consider student outcomes. Are graduates of the program able to perform at desired levels of competency? This can be determined through assessing student performance upon completion of the program.

Are program costs acceptable? To determine whether or not a program is cost effective, conduct a comparison study of program costs in comparison to other similar and effective programs. Cost effectiveness results when a program is producing desired outcomes at a reasonable cost.

Is the program efficient? To determine whether or not a program is efficient, determine if it is meeting intended objectives in a timely manner within the established acceptable level of performance.

Is the program consistent with the goals and objectives of the local plan ?

Program evaluation information should be gathered from two perspectives: internal, or self-evaluation, and external evaluation by someone not involved in the program. Both perspectives are valuable, and the results from each can be compared to reinforce or validate findings. A formal internal evaluation should be conducted at regular intervals and should always precede an external evaluation. External evaluations should also be conducted at regular intervals. An evaluative process should be completed prior to making administrative changes which affect vocational programs or to changing policies which will affect the program. Evaluation results should also be used as an integral part of program planning.

SUGGESTED GUIDELINES:

1. Form an evaluation team comprised of three to five representatives of the administrative and instructional staff as well as a member of the local advisory committee.

2. Use an evaluation instrument which includes necessary information. (See Appendix D for a suggested form.)

3. Collect data on:
   a. student and employer follow-up
   b. efforts to eliminate sexual stereotyping
   c. efforts to provide equal program access to all students
   d. placement success
   e. instructor qualifications
   f. career guidance and counseling services
   g. special needs services to disadvantaged, handicapped, and gifted students
   h. vocational staff development
   i. Vocational Student Leadership Organization activities
   j. utilization of program resources
   k. equipment and facilities
   l. need for program
   m. program content
   n. program resources/materials

4. Collect data from students, teachers, principals, counselors, advisory council members, and employers.

5. Prepare a written summary of the evaluation process and results for use in the planning process.

6. Use evaluation results to improve vocational programs.

RESOURCES:

Competency-Based Administrator Education Materials, Category A: Program Planning, Development, and Evaluation. Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Evaluative Criteria, Vocational Education - Alaska , Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK

Self-Evaluation for Vocational Education (Appendix D)

Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS

REGULATION:

4 AAC 51.320. VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS. (a) Each district shall provide an opportunity for vocational students to participate in vocational student leadership organizations.

(b) Each vocational student organization must have an instructor designated as the advisor.

(c) This section does not apply to school sites with an average daily membership of less than 100. (Eff. 7/1/86. Reg. 96; am 12/23/88, Reg. 108)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

RATIONALE:

Vocational Student Leadership Organizations (VSLO's) are an integral part of the overall curricula in comprehensive vocational programs. VSLO's provide members with many benefits relevant to regular classroom course work. Most classroom work does not concentrate on personal development, leadership, and interpersonal skills; the VSLO's activities do. VSLO's provide many educational and work experiences on a co-curricular fashion between the classroom and the community. Strong VSLO's benefit not only students, but also instructors, administrators, and community members.

VSLO's provide students with a means of developing and practicing positive personal attitudes, and appreciation of work ethics and productivity, and a respect for the dignity of work. Students are given the opportunity to become more active in the community because they are encouraged to participate in work and educational situations outside the classroom. This better prepares students to bridge the gap from classroom to work place.

Faculty and school administrators also benefit from the unique opportunity presented by VSLO's. Instructors who serve as advisors or who participate in VSLO activities gain greater exposure to the conditions and demands of business and industry. They become more aware of what the students face upon the completion of school. They are also better able to anticipate the future needs of the job market and to prepare their students accordingly.

The community benefits from VSLO students' involvement in charitable, conservation, or beautification projects. These students represent their schools in a positive, responsible way, and are eager to become involved in their communities.

All students enrolled in a local vocational program are eligible to join the local and state/national organizations pertaining to the subject area in which they are enrolled. Each year state and national conferences are held to provide training in leadership skills and to provide students with an opportunity to test their vocational competencies.

SUGGESTED GUIDELINES:

1. Work with instructors to ensure that leadership competencies are incorporated into regular classroom instruction.

2. Develop procedures to enable all students enrolled in a vocational program to join the local and/or state/national Vocational Student Leadership Organization pertaining to the subject area of the program.

3. Obtain assistance from the Student Leadership Project Director.

4. Commit resources to Vocational Student Leadership Organization activities.

5. Provide for advisor(s) for each Vocational Student Leadership Organization.

6. Include Vocational Student Leadership Organizations as an integral part of the curriculum.

RESOURCES:

Approved Vocational Student Leadership Organizations (Appendix H)

Vocational Student Leadership Organizations Advisor's Manual, Leadership Experiences, 7006 Apollo Drive, Anchorage, AK 99504

Project Director
Student Leadership Project
Leadership Experiences
7006 Apollo Drive
Anchorage, AK 99504
(907) 333-4457

VOCATIONAL GUIDANCE and PLACEMENT

REGULATION:

4 AAC 51.330. VOCATIONAL GUIDANCE AND PLACEMENT. (a) Each district shall establish procedures for providing career and vocational guidance services.

(b) The services must include

(1) distribution to potential students, parents, and other interested parties of a wri.ten description of the vocational programs offered; and

(2) access to information regarding advanced training, employment, or placement. (Eff. 12/4/85. Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 06.530. GUIDANCE AND COUNSELING SERVICES. (a) School personnel assigned to provide guidance and counseling services, and all materials used in the provision of these services, shall encourage students to explore and develop their individual interests in vocational programs and employment opportunities without regard to sex. This may include encouraging students to consider nontraditional occupations.

(b) Before December 15 of the school year beginning after October 31, 1982, each school district shall establish written procedures for the biennial training of certificated personnel who are assigned to provide guidance and counseling services in the recognition of gender bias in counseling materials and in techniques which may be used to overcome the effects of gender bias. (Eff. 10/31/82, Reg. 84)

Authority: AS 14.18.080

RATIONALE:

Career guidance counseling should lead to a comprehensive understanding of educational and vocational options. Guidance should be complementary to the instructional offerings of the school, and should be the joint responsibility of all members of the school staff. The following are basic considerations for a quality vocational guidance and counseling program:

1. Administrative, guidance, and instructional staff regard guidance as an integral part of the educational program and as a cooperative venture in which each has well-defined responsibilities.

2. The guidance and career planning for orientation of new students and for students leaving school prior to graduation are integral parts of the guidance and counseling program.

3. Counselors are free from administrative or supervisory duties which impair essential relations with students, teachers, parents, or community members.

3. Counselors are free from administrative or supervisory duties which impair essential relations with students, teachers, parents, or community members.

4. The guidance program incorporates appropriate consultations with parents and teachers.

5. Students are assisted in developing knowledge of the world of work through career awareness and career exploration activities that inform students about opportunities for employment in non-traditional jobs.

6. Up-to-date information , which is free from gender bias and stereotyping, on careers, choices, opportunities and job protection are provided to students.

7. All testing materials for determining personality traits, aptitudes, and career interests are screened for gender bias.

8. The guidance and counseling program addresses effective ways of overcoming occupational gender stereotyping and/or methods of assisting student career selection based on occupational needs and interests.

9. Counseling activities are sequentially related to life-career planning and decision making.

10. The guidance and counseling program interfaces with academic and vocational skill offerings. Provision is made for individual differences, cultural differences, and special needs of students.

11. The vocational guidance and counseling program incorporates a planning process which involves intensive school/community involvement, including parents, students, school staff, and school board members:
    - to define commitment
    - to establish a guidance advisory committee
    - to inventory guidance and counseling program status
    - to assess guidance needs
    - to develop a plan for guidance and counseling

SUGGESTED GUIDELINES:

1. Involve parents, students, school personnel, and school board members in developing a written plan for providing guidance services.

2. Provide for the orientation of all students regarding vocational program offerings.

3. Assess student achievement at least once a year and provide interest and aptitude assessment upon request to individual students.

4. Assist students in developing a knowledge of the world of work and leisure through career awareness and career exploration activities that also inform students of opportunities for employment.

5. Work with each student in grades 9-12, his/her parents, counselors, and teachers to develop a four-year and post-secondary career development plan which will be updated annually.

6. Provide bias-free information on career choices.

8. Relate counseling activities in life-career planning and decision making.

9. Integrate academic and vocational skill offerings.

10. Provide assistance and/or information on employment and/or additional training to students.

11. Conduct follow-up studies on students to determine program success.

RESOURCES:

Alaska School Counselor's Handbook, Alaska State Department of Education, P.O. Box F, Juneau, AK 99811

Competency-Based Administrator Education Materials, Category C: Student Services, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Alaska School Counseling Program Guide, Alaska State Department of Education, P.O. Box F, Juneau, AK 99811

Alaska Career Information System, AKCIS User Service, Office of Adult and Vocational Education Alaska State Department of Education, P.O. Box F, Juneau, AK 99811

Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

STATE AID

REGULATION:

4 AAC 51.340. State Aid. (a) A school district is eligible to receive vocational education foundation funds under AS 14.17 when the local vocational education plan described in 4 AAC 51.220 has received approval of the department.

(b) The vocational education plan must be submitted on forms provided by the department to the Department of Education, P.O. Box F, Juneau, AK 99811-10500.

(c) To be approved, the local vocational education plan must meet the requirements of 4 AAC 51.200 - 4 AAC 51.330.

(d) State aid will be calculated from membership reports submitted to the Office of Adult and Vocational Education. Average daily membership/full-time equivalent (ADM/FTE) in approved vocational education courses will be assigned the following cost weighting factors:

(1) A factor of .2 will be assigned to the following programs: health, consumer and homemaking, horticulture, commercial art, clothing and textiles, general marketing, food production, natural resources, forestry, agriculture services and supplies, transportation and travel, wildlife management, business management, child care management, and surveying.

(2) A factor of .4 will be assigned to the following programs: aircraft mechanics, communication technologies, commercial photography, agriculture mechanics, accounting, small engine mechanics, and automotive body repair.

(3) A factor of .6 will be assigned to the following programs: agriculture production, welding, industrial education, woodworking, automobile mechanics, electrical technician, drafting, fisheries, and diesel engine mechanics.

(4) A factor of .8 will be assigned to the following programs: graphics, secretarial and word processing, and construction trades.

(e) The department will, within 90 days after receipt, review the local vocational education plan and will notify the district of its approval or disapproval. (Eff. 7/1/86, Register 96; am 2/24/88, Register 105)

Authority: AS 14.07.020
AS 14.07.060
AS 14.17.043
AS 14.35.020

RATIONALE:

Vocational education categorical funds generated by the foundation formula are not intended to meet the the basic costs of the vocational education programs. These funds, which are provided on the basis of vocational education enrollment, are intended by the legislature to cover the excess costs of operating vocational education programs (tools, machinery, materials, management, etc.). They are not intended to be used for the vocational education teachers salaries, general education materials and supplies or for the basic building operation costs. Personnel costs which may be included as " excess costs " are for the administration of vocational programs including Cooperative Education.

The quality of any vocational delivery system relies heavily upon the adequacy and consistency of its ongoing funding base. Alaska provides local education agencies with operational monies for state-approved vocational education programs. Each local education agency must effectively manage all resources available to support vocational education.

All local education agencies desiring to be eligible for state vocational foundation support for their secondary vocational education programs must submit a description of those programs to the Department of Education for approval. This system is designed as an on-going system of review and approval. Updates and changes may be made in any approved vocational education program by submitting a revision of the program and course descriptions to the Office of Adult and Vocational Education.

SUGGESTED GUIDELINES:

1. Keep accurate records of State aid for vocational programs in each of the following categories:
   a. personnel (vocational education management only)
   b. instructional materials
   c. equipment
   d. facilities (excess costs due to operation of vocational education programs only)
   e. student services (as required by vocational education regulations)

2. Submit the the annual audit of the district's operating fund for the fiscal year to the commissioner no later than October 1 of the succeeding fiscal year, as per 4AAC 09.130.

RESOURCES:

Competency-Based Administrator Education Materials, Category H: Business and Financial Management, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Pupil Accounting Manual, Alaska State Department of Education, P.O. Box F, Juneau, AK 99811

Vocational Education Enrollment Report (Appendix C)

Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

PROGRAM REVIEW

REGULATION:

4 AAC 51.350. PROGRAM REVIEW. (a) The department will review school district vocational education programs to insure compliance with the requirements of 4 AAC 51.200 -- 4 AAC 51.390 and assurances given in the application for state aid.

(b) Upon request by the department, a district shall provide any information or reports required by 4 AAC 51.200 -- 4 AAC 51.390.

(c) The department will exercise its best efforts to provide at least 30 days written notice before reviewing a district program.

(d) The department will submit written results of the program review to the district within 60 days after a review under (a) of this section. The written results will include any requirements for corrective action.

(e) Subject to the provisions of 4 AAC 40.010 -- 4 AAC 40.050, if the department determines that a district is out of compliance with the requirements of 4 AAC 51.200 -- 4 AAC 51.390 or assurances given in the application for state aid, it will, in its discretion, suspend approval of state aid and payments made under AS 14.17. (Eff. 7/1/87, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

RATIONALE:

The objective of the program review is to provide positive feedback to the school district regarding the effectiveness of their vocational education programs. The process involves systematically identifying, collecting, analyzing and reportihg information about a districts vocational education programs. It also involves the validation of a self evaluation process which uses " Vocational Education Program Review - Evaluative Criteria ". The key elements which the review process focuses on are:

1. PERSONNEL: Considering the competencies of the instructional staff, cooperative career guidance activities of the guidance staff, and the vocational education program facilitation by the vocational administrative staff.

2. SUPPORT SERVICES: Considering the make-up and activities of the local vocational advisory committee, and the adequacy of equipment, facilities, instructional materials and financial support.

3. MANAGEMENT: Considering the process of program evaluation and improvement, provisions for staff development and in-service opportunities, long and short term planning and public relations programs.

4. CURRICULUM: Considering the process of curriculum development, the implementation of cooperative education/work experience, program delivery strategies, how needs of special students are met and the implementation of Vocational Student Leadership organizations.

The program review cycle is a five year cycle in which one fifth of the school districts in the state are reviewed each year in conjunction with the monitoring and compliance process.

The primary objective of the review process is to provide a basis for the district to make vocational education program improvements. In the event, however, that there is significant non-compliance with the requirements of 4 AAC 51.200 - 4 AAC 51.390 or assurances given in the application for state aid, the district will be placed " On Notice " and the following procedures will result:

1. The District shall be notified in writing that it is out of compliance, citing the specific provisions of the regulations, or the assurances given by them in the application for state aid which are deficient.

2. The District shall be placed " On Notice " for possible suspension of state aid until such time as the District has corrected the deficiencies which have caused them to be out of compliance or have submitted a specific plan and timeline for achieving compliance which is acceptable to the Department.

3. The plan and timeline for correcting deficiencies shall be submitted to the Department within 30 days of receipt of notification of " On Notice " status. In no case should the timeline for correction exceed six (6) months from the date of receipt of notification of " On Notice " status unless the plan approved by the Department allows a longer period.

4. Upon notification by the District that the deficiencies have been corrected, and prior to the end of the " On Notice " period, the Department will conduct a follow-up review in order to determine compliance.

5. If, within the length of the " On Notice " period, the District has <u>not</u> made reasonable progress in making required corrections, and the Department has determined that the District is still substantially out of compliance, the commissioner may suspend approval of state aid and payments under AS 14.17 (4 AAC 51.350, section e).

If, during a routine vocational education program review, the Department determines that substantial safety hazards exist for students or personnel in the vocational education facilities, the Department shall:

1. Notify the District in writing of the safety violation(s), timelines for making the corrections and whether the facility should be used until the corrections have been made.

2. Prior to the completion of the prescribed timelines, the Department will provide for the inspection of the facility to determine whether the hazard has been corrected.

3. If the District has not corrected the problem, the Department will recommend that the Occupational, Safety and Health Administration review the facilities in question and to make recommendations for disposition of the problem.

SUGGESTED GUIDELINES:

1. Keep accurate records of:
   a. local three-year plan including application for program approval and information on annual updates
   b. minutes, membership and recommendations of the local advisory council
   c. needs assessment data and conclusions
   d. audited receipts and expenditures for vocational education
   e. enrollment data and reports
   f. an inventory of the qualifications of the professional staff
   g. staff development activities
   h. efforts to provide equal access to vocational programs
   i. records of vocational instructor involvement in development on Individualized Education Plans for special needs students in vocational education
   j. curriculum documents outlining at least the basic units and instructional objectives and student competencies for each program
   k. Vocational Student Leadership Organization activities
   l. an inventory of facilities, equipment, and a maintenance plan
   m. information on results of students placement and follow-up
   n. written plan for guidance services
   o. evaluation data and reports

2. Make these records available to Department of Education staff during on-site visitations.

3. Maintain a filing system to meet the requirements.

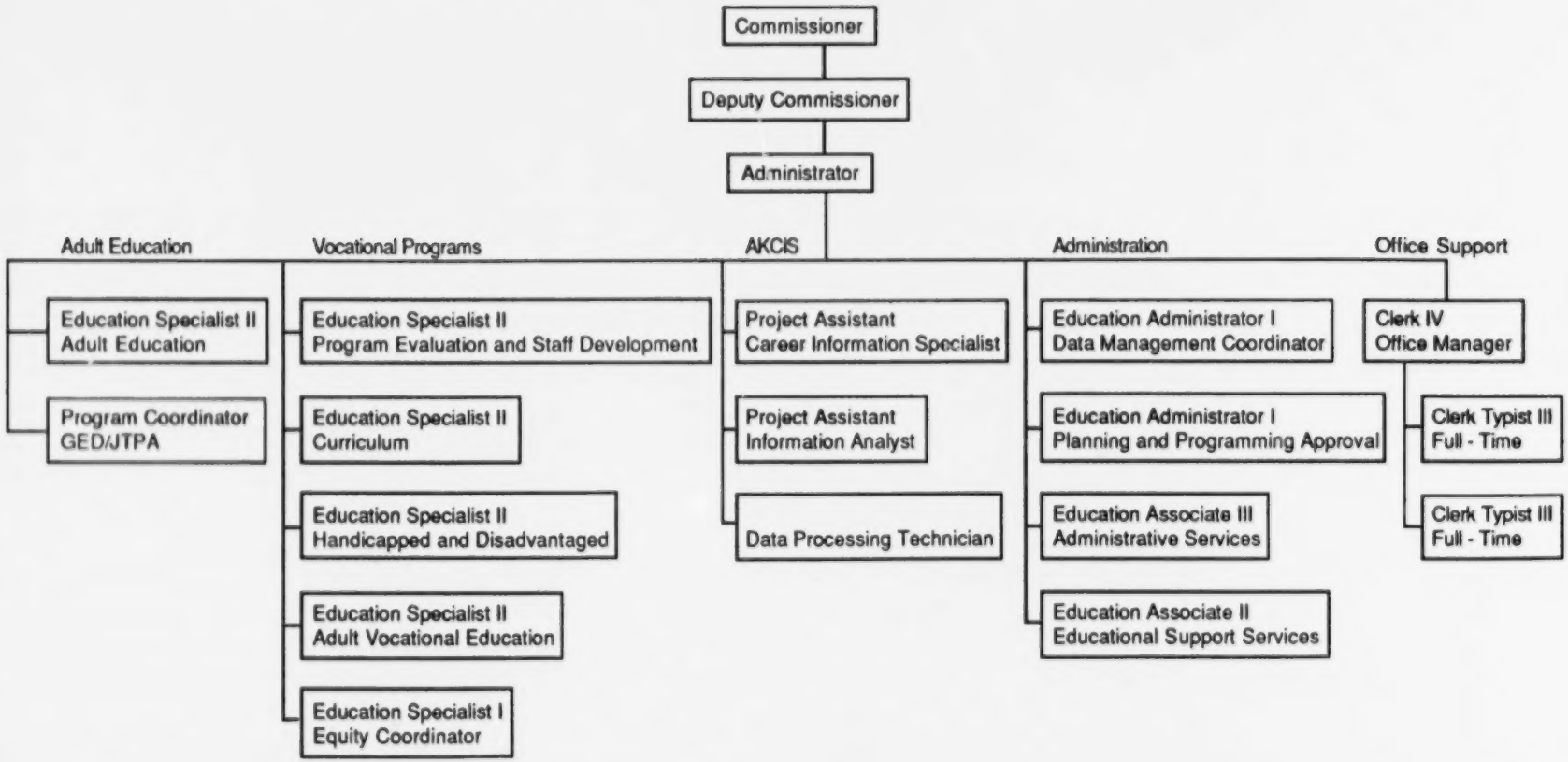
RESOURCES:

Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

PART 3

Programs, Resources and Services

Department of Education
Office of Adult and Vocational Education
Organizational Chart



Technical Assistance

Technical Assistance is the process of providing information, guidance, and services to increase the effectiveness of local education programs. The Office of Adult and Vocational Education can provide assistance:

- in strengthening local ability to meet the intent of school law, regulations and administrative practices
- in developing local skills in planning, operating, and evaluating local programs
- in meeting the state's standards for vocational education
- in assisting with curriculum and personnel development programs

The Office of Adult and Vocational Education staff can serve the following roles:

1. Informational Expert - Provide technical and statistical information or expertise.
2. Linker - Identify alternatives and resources for problem solving.
3. Advocate - Support a particular policy, practice or program through guiding its implementation.
4. Objective Observer and Fact Finder - Seek out and document data as required by a predetermined process or instrument.
5. Problem Identifier - Work with client groups to identify problems as a consequence of fact finding and observation.
6. Joint Problem Solver - Work with group to arrive at alternative solutions to problems and assist in selecting an appropriate alternative.
7. Trainer - Prepare and/or deliver training programs aimed at strengthening local capabilities.

Technical assistance can be provided during workshops, conferences, in conjunction with program evaluations and compliance and monitoring visits.

Local districts can request technical assistance as part of evaluation and compliance and monitoring visits. The district should request technical assistance at least thirty days prior to the on-site; unscheduled technical assistance provided during monitoring and compliance visits will be restricted to compliance related activities.

Other on-site technical assistance can be requested in writing at least sixty days prior to the preferred date of assistance. (See Appendix G.) The Office of Adult and Vocational Education staff will either provide the requested assistance or will refer district staff to agencies or individuals who can provide such assistance.

For additional information or technical assistance, the following source is recommended:

Director
Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

Alaska Vocational Materials Library

The Alaska Vocational Materials Library contains over 3,000 items which are catalogued within 15 program areas: administration, agriculture, business and office, career education, employability skills, entrepreneurship, health, home economics, marine education, marketing education, natural resources, educational equity, special needs, trades and industry, and work experience.

The Library is part of a regional and national network which facilitates the sharing of materials from all 50 states and territories. The regional center which serves Alaska is the Northwest Curriculum Coordination Center at St. Martin's College in Lacey, Washington. The primary purpose of the library is to provide support for program improvement activities such as curriculum development, staff development and research.

Resources are loaned for a two-month review period. There are also many materials which may be purchased from the Library's special collections. Some materials are available free of charge. New resources each year include model curricula and instructional resources to assist educators in establishing and improving vocational education programs.

The Library's catalogue is maintained on an Apple Computer program whereby a specific subject matter may be easily selected and searched. The computerized listing is accessed using Appleworks software which requires at least 128K memory. The user will need the Appleworks start-up and program disks to search the system. A copy of the computerized catalogue is available free of charge.

The Office of Adult and Vocational Education provides the following curriculum services:

1. An inhouse library which disseminates both free and loan copies of vocational materials
2. Computerized catalogues for both Alaska and the ten state regional vocational materials library
3. Access to the National Vocational Curriculum Network which includes all 50 states and 7 territories
4. Computer access to the National Vocational Materials Library located in Columbus, Ohio. The Division subscribes to Bibliographic Retrieval Services, Inc., and will conduct a limited number of searches for local educational agencies
5. Model curricula in vocational education for adoption/adaptation by local school districts
6. Statewide staff development activities to facilitate the use of curriculum networks and technology by teachers and administrators
7. Coordination of cooperative curriculum ventures among local and state agencies
8. Technical assistance and inservice materials for curriculum planning
9. Referral to private consultants for development of major curriculum projects

For more information about the resources available from the Library contact:

Alaska Vocational Materials Library
Office of Adult and Vocational Education
P. O. Box F
Juneau, AK 99811
(907) 465-2980

Alaska Career Information System (AKCIS)

The Alaska Career Information System (AKCIS) is a computer based interactive system designed to help individuals at any age who are making career decisions and to help those individuals who assist in that process. Agencies or businesses can purchase participation in the system through the Office of Adult and Vocational Education. The components of the system are:

- a self-assessment questionnaire which helps individuals explore occupations related to their interests and abilities
- descriptions of occupations including job duties, working conditions, wages, and employment outlook
- descriptions of ways to prepare for specific occupations
- lists of books and pamphlets available at Alaskan postsecondary institutions
- a directory of services offered at all postsecondary schools in Alaska along with associated costs
- lists of financial aid programs available to Alaskans, including eligibility requirements, limitations, and who to contact for applications
- a job search file designed to help give ideas for a successful job search
- a national school information file which contains over 2,000 four-year and graduate schools in the United States and its territories

AKCIS has three delivery methods:

COMPUTER - an interactive computerized system which is delivered on micro - computer and VAX mainframe

MICRO-QUEST - an interactive micro-computerized QUEST used with books containing information about occupations, programs, and schools

NEEDLE-SORT - a deck of sortable occupation cards used with books containing information about occupations, programs, and schools

For more information on AKCIS, the following source is recommended:

AKCIS User Services
Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

High School Planner

Too frequently students find themselves unable to succeed in their chosen fields of study or to pursue their desired careers because they lack the necessary high school course work. While such problems are not new, they take on added importance when graduation, college admissions, and job entry requirements are rising. Most schools are responding to this need with various methods for forecasting and scheduling high school students' courses of study. In addition, boards of education are seeing the need for every student to plan a four-year educational program, and some state boards have placed such a requirement in the state school standards. An educational plan should indicate tentative occupational and educational goals, and the students' progress should be reviewed at least annually. Yet regular planning and review are often difficult for a limited counseling staff to accomplish amid the urgent business of the day.

There are resources to apply to this problem, including:

The guidance and career education programs that schools have developed to help students prepare for their educational and work futures.

The growing number of microcomputers that are being installed in schools.

Accurate and up-to-date information on occupations and postsecondary education available through the Career Information System.

The High School Planner Program is carefully designed to complement existing information programs and guidance practices. It is a tool for school counselors, teachers, parents and others who help students. In particular, High School Planner can enhance the quality time and positive guidance roles of counselors and career center aids.

- High School Planner helps students locate information about career clusters, occupations, vocational training, college majors, and postsecondary educational institutions.
- It encourages students to review and revise their plans periodically.
- It is compatible with the Career Information System, administrative record systems, and widely accepted guidance practices.
- The program is accompanied with support materials for counselors and teachers.

When it is well integrated into the guidance and scheduling activities of a high school, High School Planner can bring needed change for both students and faculty.

Students who use the program can do several things:

Display the requirements for graduating from the school where this program is in use.

Review their own postsecondary occupational and educational goals.

Display the high school curriculum.

Use an on-line procedure for developing a tentative four-year high school plan.

Compare the plan to high school graduation requirements and postsecondary goals.

WHAT CAN CHANGE - - - - for Students?

---- Ready reminder of graduation requirements
---- Relates curriculum to career goals
---- Easy review and update
---- Help in identifying gaps in four-year plans

WHAT CAN CHANGE - - - - for Counselors and Teachers?

---- A tool that focuses on decision making, not just requirements
---- Progressive links between 8th grade, 9th grade, and upper grades
---- A curriculum oriented process for guidance programs
---- More informed and involved parents

For more information on High School Planner, the following source is recommended:

AKCIS User Services
Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

OFFICE OF ADULT AND VOCATIONAL EDUCATION

N·E·W·S

ALASKA DEPARTMENT OF EDUCATION

Four times each year OAVE publishes a news letter for distribution to educators throughout Alaska. These four publications include information regarding OAVE activities, calendars of statewide vocational education activities, articles about exemplary vocational education programs and many other features of state-wide interest.

In order to make the OAVE NEWS a truly statewide publication, the department solicits articles and photographs about local district vocational programs. Articles which have appeared include:

Cordova Fishing Apprenticeship Program - Partnership in Action

New Teen Parent Program: To Start at Juneau Douglas High School

Cooperative Education: It Works

Alaska Career Guide: The Untrivial Pursuit

Workshops Upgrade Teachers' Technical Skill

Wasilla Students Place Second in National Interview Contest

Pullen Creek Hatchery Program Named Program of the Year

Non-traditional Students Win Breaking Barriers Awards

Entrepreneurs Have Their Day in Sitka

Lower Kuskokwim Inservice Targets Common Concerns

For more information about the news letter, contact:

Office of Adult and Vocational Education
P. O. Box F
Juneau, AK 99811
(907) 465-4685/2980.

Rural Student Vocational Program (RSVP)

The Rural Student Vocational Program (RSVP) has been designed to meet the need for on-the-job experience in areas where jobs for students are minimal or non-existent. RSVP benefits high school students who live in communities where training stations are minimal by providing work and social experiences relative to the students' career objectives.

Students from rural communities are brought into Anchorage, Fairbanks, or Juneau for a two-week experience of full time employment.

RSVP does not and was not intended to follow all of the major criteria for a pure cooperative work experience program. The major differences between RSVP and Cooperative Vocational Education are:

1. Students are brought into a major population area for their work experience rather than working in their own communities.

2. Students spend full days on the job for a two week period rather than two or three hours per day for a semester or a year.

3. RSVP is not eligible for categorical vocational funds under the state foundation system.

For further information on the RSVP program, the following regional centers can be contacted:

RSVP Southeast Region Coordinator
Southeast Regional Resource Center
218 Front Street
Juneau, AK 99801
(907) 586-6808

RSVP Northern Region Coordinator
515 7th Ave., Room 114
Fairbanks, AK 99701
(907) 456-2621

RSVP Central Region Coordinator
Matanuska-Susitna Borough School District
P.O. Box 871580
Wasilla, AK 99687
(907) 376-8411

On-the-Job Training

On-the-Job Training (OJT) is designed to provide high school students with a greater range of vocational programs. By using community-based work sites in a supervised teaching mode, the school can expand its vocational offering beyond the school building and facilities. OJT is an individualized approach toward meeting the vocational needs of the students. Students who have completed vocational education coursework should receive priority for OJT placements.

The minimum requirements for a vocationally approved On-the-Job Training course are as follows:

1. There must be on file at the school a signed, written Training Agreement between the training site and the local school.

2. Each student must receive training according to a signed, written Training Plan that is specifically individualized for that student by the employer and teacher-coordinator.

3. Each student must be scheduled at the training site a minimum of ten hours and a maximum of twenty hours per week.

4. Each student shall receive school credit for successful completion of his/her Training Plan activities.

5. There must be a teacher assigned to coordinate and monitor the student's learning activities at the work site.

6. Each OJT work site shall be visited by the teacher-coordinator a minimum of three (3) times per quarter while the student is at the work site.

7. A written procedure must be developed and utilized to annually evaluate the course/training sites and the student outcomes.

For specific information regarding On-the-Job Training, the following sources are recommended:

Cooperative Education and On-the-Job Training in Alaska - Handbook
Alaska Vocational Materials Library
Office of Adult and Vocational Education
P.O. Box F
Juneau, AK 99811

Director
Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

Cooperative Vocational Education

Cooperative Vocational Education is a method of instruction within a vocational education program. This method of instruction has three elements:

1. classroom instruction directly related to the student's training needs
2. a written training plan and work-site agreement developed by the student, teacher-coordinator, and work-site supervisor/employer
3. formal supervision and student evaluations by the teacher-coordinator and the work-site supervisor/employer

Cooperative Vocational Education can assist students in the transition form school to the world of work. When students in Cooperative Vocational Education work in the community, the community becomes an extension of the school and is an education laboratory for the student. The employer providing jobs for Cooperative Vocational Education students establishes a direct link with the school and the community's future workers.

The minimum requirements for a cooperative vocational education course are as follows:

1. There must be on file at the school a signed, written Training Agreement between the work site and the local school.

2. Each student must receive instruction according to a signed, written Training Plan, which coordinates in-school related class instruction with an average of ten hours (maximum twenty hours) per week of on-site training received from the employer. Students receive both pay and school credit for their work.

3. There must be a course description outlining the student outcomes as part of the particular vocational program (e.g. Auto mechanics, clerk-typist).

4. Each enrolled student must have successfully completed at least one course within an approved vocational program related to the job.

5. Each student must be enrolled for (5) periods per week in an approved related class or in an approved vocational class in the area for which training is received on the job.

6. Each student must be legally employed and paid.

7. Each student enrolled in a Cooperative Vocational Education course must be supervised by a teacher-coordinator.

8. Each Cooperative Vocational Education work site shall be visited by the teacher-coordinator for a minimum of four (4) times per semester, including a minimum of two (2) times while the student is at the work site.

9. A written procedure must be developed and utilized to annually evaluate each student's outcomes.

For specific information regarding the implementation of Cooperative Vocational Education, two primary sources are recommended

Cooperative Education and On-the-Job Training in Alaska - Handbook
Alaska Vocational Materials Library
Office of Adult and Vocational Education
P.O. Box F
Juneau, AK 99811

Director
Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

Job Training Partnership Act

The Job Training Partnership Act provides training funds for economically disadvantaged individuals and others in special need of job training to begin employment.

Vocational education is part of this act and is funded under Title II, Part A. Eight percent (8%) of the funds are designated to be used for state education coordination grants. The educational agencies must develop agreements with the local Service Delivery Areas (SDA's) for programs in their area. Local education agencies or institutions delivering services will provide a 50/50 match for program funds expended under JTPA.

All education programs for youth supported by this part of the act are to be consistent with state and local education standards. The awarding of academic credit, certifying educational attainment, certification of teachers and other program requirements apply to local and state laws.

The major portion of funds provided by JTPA (78%) are allocated to the three SDA's under Title II, Part A. Each SDA is required to spend 40% of available funds on services to eligible youth (ages 14 to 21) unless the ratio of disadvantaged youth to disadvantaged adults can be shown to be proportionally lower. Up to 10% of these funds can be used to provide services to individuals not economically disadvantaged, if they have encountered barriers to employment for reasons such as being teen-age parents, handicapped, ex-offenders, and/or of limited English proficiency.

A separate component of Title II, Part B of the Act provides assistance for Summer Youth Employment and Training Programs. The purpose of these programs is to:

- enhance the basic educational skills of youth;
- encourage school completion or enrollment in supplementary or alternative school programs; and
- provide eligible youth with exposure to the world of work.

Funds available under this part of the Act may be used for:

- basic and remedial education
- instructional and on - the - job training
- work experience programs
- employment counseling
- occupational training preparation for work
- outreach and enrollment activities
- employment assessment
- job referral and placement
- job search and job club activities
- any other employment or job training activity designed to give employment to eligible individuals or prepare them for and place them in employment.

In addition to the above, each SDA is required to expend funds for basic remedial education based on an assessment of the reading and mathematic skill level of eligible participants.

The Governor, on recommendation of the State Job Training Coordination Council, has designated three SDA's in the state. These are Anchorage/Mat - Su, Fairbanks/North Star Borough and Statewide.

For additional information regarding the Job Training Partnership Act for your area contact:

1. Alaska Statewide Private Industry Council *
   Department of Community and Regional Affairs
   Division of Community Development
   P. O. Box BC
   Juneau, AK - 99811 — Phone: 465 - 4890

   Region I: South East Alaska
   Division of Community Development
   P. O. Box BC
   Juneau, AK - 99811 — Phone: 465 - 4814

   Region II: Interior & North Slope
   1001 Noble St. - Suite 430
   Fairbanks, AK - 99707 — Phone: 456 - 1504

   Region III: Bering Straits & Northwest Alaska
   Old Federal Building
   Front Street
   P. O. Box 1068
   Nome, AK - 99762 — Phone: 443 - 2274

   Region IV: Bristol Bay & Southwest Alaska
   BMC Office, Room 210
   P. O. Box 348
   Bethel, AK - 99559 — Phone: 543 - 2885

   Region V: Southcentral, Aleutian Islands & Bristol Bay
   949 E. 36th Ave. - Suite 400
   Anchorage, AK - 99508 — Phone: 563 - 1955

2. Fairbanks Private Industry Council
   First Interstate Bldg.
   520 5th Ave. - Suite 104
   Fairbanks, AK - 99701 — Phone: 456 - 5189

3. Anchorage/Mat-Su Private Industry Council
   P. O. Box 196650
   Anchorage, AK - 99519-6650 — Phone: 343 - 6668

* Note: The role and authority of the Governor for the Act has been delegated to the C&RA/DCD.

Each of the three SDA's has a Private Industry Council (PIC) with representatives of educational agencies including vocational education but with a majority of the members from the private sector.

Applied Academics

The Department of Education has for several years participated in a consortium of states and the Center for Occupational Research and Development (CORD) in Waco, Texas in the development of courses of study designed to teach the application of academic subjects. There are currently three courses which are in various stages of development and implementation. Principles of Technology, is an applied physics course. Applied Mathematics is a hands on activity-oriented course which teaches how math concepts are used in the world of work. Applied Biology/Chemistry will be completed in 1991. Alaska has also participated in the development and field testing of Applied Communications, a curriculum developed in a consortium of states and the Agency for Instructional Technology (AIT) in Bloomington, Indiana.

Each curriculum:

- •is formatted as modularized student texts
- •incorporates teacher-empowering guides for each unit
- •is constructed with competency-based objectives
- •is enhanced by instructional video for each unit
- •stresses effective validation through field testing
- •is written at an estimated eighth-grade reading level
- •targets secondary vocational students as primary audience, but also useful in post secondary adult sites
- •emphasizes wholistic learning
- •can be infused into vocational courses or taught alone as a credit course by either vocational or academic instructors - or a team that includes both

For additional information regarding Principles of Technology (PT), Applied Mathematics (AM), Applied Biology/Chemistry (ABC) contact:

Center for Occupational Research and Development (CORD)
601 Lake Air Drive, Suite C
Waco, TX 76710
(800) 231-3015

For information about Applied Communication, contact:

Agency for Instructional Technology
Box A
Bloomington, IN 47402
(800) 457-4509

For information on all applied academics programs, contact:

Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

Grants Management

Federal Vocational Education Grant funds are authorized by Congress through P.L. 98-524, the Carl D. Perkins Vocational Education Act, and are based upon the priorities established in the Alaska State Plan for Vocational Education. Information on the federal funds available is included in the annual plan and the request for proposal sent upon request to each local education agency.

Twice each year, Fall and Spring, the Office of Adult and Vocational Education issues a Request for Proposal (RFP) to implement program components identified in the Carl D. Perkins Vocational Education Act and the Alaska State Plan for Vocational Education. The major purposes of the Perkins Act are to:

1. Improve access and quality for traditionally underserved populations.
2. Expand, improve and modernize programs in accordance with changing labor market needs.
3. Develop curriculum related to business and industry needs.
4. Strengthen vocational education and employment linkages.
5. Improve the effectiveness of consumer and homemaking education.

The federal purposes coincide with Alaska's overall mission to improve the quality of career and vocational education.

The major themes of the state plan (available from OAVE) are:

1. Supplemental support for vocational education programs which prepare the needs of special populations who are trying to enter the work force
2. Adult training, and/or retraining, in order to meet new and emerging labor market needs
3. Career guidance to assist adults in career transition
4. Program development to assist youth and adults in the development of entrepreneurial skills
5. Modernization of the vocational curriculum to reflect the economics of the state
6. Implementation of a statewide vocational education program evaluation
7. Increased emphasis on the application of basic skills and the development of life-long learning skills
8. Increased public and private sector cooperation in education and employment training

9. Increased emphasis on career education, the use of the labor market and occupational information for effective career decision making.

Each RFP will identify " Targeted Services " within specific program areas which are designed to improve vocational education programs throughout the state. Program areas may include:

Federal Grant Funds

a) Adults
b) Single Parents/Displaced Homemakers
c) Equity
d) Program Innovation
e) Curriculum
f) Program Improvement
g) Guidance/Counseling
h) Consumer Homemaking
i) Personnel Development
j) Community Based Organizations
k) Student Retention

State Grant Funds

a) Student Leadership
b) Rural Student Vocational Program

Successful LEA's are notified by grant award and are reimbursed for expenditures on the grants by the Department of Education. The Division of Adult and Vocational Education monitors the grants from both a program and a fiscal perspective.

GRANT APPLICATION SEQUENCE:

1. GRANT APPLICATION: In response to the Request for Proposal (RFP), the grant application is prepared and submitted to the Office of Adult and Vocational Education within the timelines specified in the RFP.

2. APPLICATION REVIEWS: Each grant application is opened on the designated date and checked to see that it is complete and contains the required signatures. Late applications will be returned to the applicant and will not be considered.

3. APPLICATION EVALUATION: Each grant application is reviewed by a team of readers and is given a point rating and a recommendation regarding its being awarded. This information is given to the assigned grants manager, who makes the final decision on the funding. Grants managers are not assigned to reading teams that review applications in the manager's area of responsibility. A program manager's decision to override the recommendations of the reading team must be justified to a review panel before the grant award is made.

4. NOTICE OF INTENT TO AWARD: Once the decision has been made to recommend awarding a grant, the applicant is notified as to the amount of the award, and the program manager assigned to the grant. At this point it is the recipient's responsibility to contact the Office of Adult and Vocational Education to negotiate the specific terms of the grant award.

5. NEGOTIATIONS: The grant cannot be awarded until the applicant and the assigned program manager are in full agreement as to each aspect of the grant application. It is important to contact the grants manager as soon as possible after receiving the "Notice of Intent to Award".

6. GRANT AWARD: Upon the successful completion of negotiations, the grant is awarded and funds may then be expended. It is the responsibility of the applicant to pursue the grant process to this point.

7. RECORD AND REPORT OF LOCAL EXPENDITURES: Funding for grants is on a reimbursement basis. In order to receive grant funds, funds must have been expended to achieve the objectives of the grant. The Record and Report of Local Expenditures (Form No. 165 A & B) must be submitted along with supporting documentation at least every quarter.

8. QUARTERLY REPORTS: On all grants, with the exception of the mini - grant, a written narrative report of the activities which took place during the previous quarter must be submitted with the Request for Reimbursement. Reimbursement requests will not be processed for a period in which there is not a performance report. ON MINI - GRANT PROJECTS ONLY, there is just a final report and one request for reimbursement when the project is completed.

9. FINAL PERFORMANCE REPORT: Prior to closing out a grant and making the final payment, a Final Performance Report must be submitted. (All report forms for this report are included in the RFP book appendix.)

Effective management of grants depends on understanding the information contained in the RFP book and the "Grants and Reimbursement Manual" which are published by the Office of Adult and Vocational Education. It is important for a local grants manager to be familiar with both of these documents.

SCHOOL DISTRICT BUDGET ACCOUNT NUMBERS

School districts should report line item expenditures in accordance with the state's school district chart of accounts, copies of which are available in all district business offices. Following are those line item codes used most frequently.

School District Chart of Accounts

Personal Services	310	Directors, Coordinators, Managers
	320	Teachers
	340	Aides
	350	Support Staff
	370	Employee Benefits
Travel	420	Travel - Staff
	422	Field Trips (class related)
	424	Other Transportation Services (extracurricular)

Travel - (continued)	427	Pupil Transportation Services (between home and school)
	428	Tuition
	429	Stipends (students)
Contractual Services	400	Professional and Technical Services
	410	Communications
	411	Postage
	412	Telephone
	415	Insurance and Bond Premiums
	430	Utilities
	440	Other Purchased Services
	441	Rentals
Commodities	450	Supplies, Materials and Media
	451	Teaching Supplies
	454	Office Supplies
	457	Small Tools and Equipment
	479	Other Supplies, Materials and Media
Equipment	510	Equipment
indirect	550	Indirect/Administrative Costs

BUDGET ACCOUNT NUMBERS FOR ALL GRANTEES EXCEPT SCHOOL DISTRICTS

Grantees other than school districts should submit budgets and report expenditures using the state chart of accounts listed below.

State Chart of Accounts

Personal Services	100
Travel	200
Contractual Services	300
Commodities	400
Equipment	500
Indirect	800

For more information on federal grant funds available to local education agencies, the following source is recommended:

Grants Manager
Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

State-Wide Equity Coordinator

The Carl D. Perkins Vocational Education Act (P.L. 98-524) addresses the issue of Equity in Vocational Education. It calls for each state to have a full time Equity Coordinator. The Equity Coordinator performs the following functions to eliminate gender bias:

1. Creates awareness of programs and activities in vocational education that are designed to reduce stereotyping in all vocational education programs.

2. Gathers, analyzes, and disseminates data on the status of men and women, students and employees, in the vocational education program of the state.

3. Develops and supports actions to correct any problems related to (2) above.

4. Reviews the distribution of grants by the State Board to assure that the interests and needs of women are addressed in the projects assisted under the act.

5. Reviews all vocational education programs and curriculum in the state for gender bias.

6. Monitors the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the state relating to vocational education.

7. Reviews and submits recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report.

8. Assists local education agencies and other interested parties in the state in improving vocational education opportunities for women.

9. Makes information readily available to the State Board, the State and National Advisory Councils on Vocational Education, the State Commission on the Status of Women, and the general public.

For specific information regarding the implementation of Equity in Vocational Education, the following source is recommended:

Vocational Education Equity Coordinator
Office of Adult and Vocational Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

Monitoring for Compliance

The Department of Education has the responsibility to ensure compliance of local education agencies with Federal and State laws and regulations. The Office of Adult and Vocational Education monitors vocational programs to determine compliance with the following:

General

AS 14.07.020 (CSL) - The Department shall 1) exercise general supervision over the public schools of the State except the University of Alaska; 2) study the conditions and needs of the public schools of the State and adopt or recommend plans for the improvement of the public schools.

AS 14.07.170 - The Board may require school boards or school personnel to submit to the Department, in the form the Board may require, the district budget or any information or reports which are reasonably necessary to assist the Department in carrying out its functions.

AS 14.14.090(6) - In addition to other duties a (district) school board shall keep the records and files of the school board open to inspection by the public at the principal administrative office of the district during reasonable business hours.

Vocational Education/Office for Civil Rights

P.L. 98-524 - Carl D. Perkins Vocational Education Act
P.L. 88-352 - Civil Rights Act - Title VI, Section 602
Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap
P.L. 92-318 - Education Amendments of 1972 - Title IX
P.L. 94-142 - Education of all Handicapped
P.L. 93-112 - Vocational Rehabilitation Act - Title VII, Section 504
P.L. 96-46
34 CFR 400-499,600-699,295-296
AS 14.17.021-.250
4 AAC 51.200 - .390
4 AAC 12.010-.900

Reviews which monitor districts for compliance with federal and state regulations are not designed to measure program effectiveness, but are carried out primarily to meet federal and state requirements and to improve vocational education administration. Such reviews may:

- reduce state and federal audit exceptions
- identify statewide areas of required administrative assistance
- serve as a basis for improving program regulations
- serve as a basis for providing additional technical assistance to districts
- give Office of Adult and Vocational Education staff a broader view of school district operations and a better perspective on school district problems
- serve to gather useful data for the Department of Education and school district staff
- provide more uniform reviews of district practices

Each school district is monitored once during a five-year schedule, primarily through the Agency Review, a questionnaire which the school district completes by mail. Of the 11 districts completing the Agency Review in any given year, approximately three will be visited on-site. Following is the procedure to be followed during the Agency Review and the on-site visit:

1. The district superintendent receives a copy of the Agency Review. The questionnaire includes sections related to personnel and fiscal procedures, program procedures, and Office for Civil rights compliance.

2. The superintendent returns the completed Agency Review within 60 days.

3. All questionnaires are reviewed by the Office of Adult and Vocational Education and if necessary, additional information may be requested. After all information has been received and recorded, the district is notified within 30 days if an on-site visit is necessary.

4. The on-site visit is carried out at least 30 days after notification has been mailed to the district.

5. Office of Adult and Vocational Education staff telephones the district at least 15 days before the on-site visit to arrange scheduling and details.

6. Each on-site review lasts one day or longer, depending on the size of the district. During an initial meeting, the superintendent, vocational education director and the OAVE reviewer discuss the Agency Review findings, additional documentation required, facilities to be visited, interviews to be conducted, and other details of the visit.

7. The OAVE reviewer meets with building administrators, counselors, vocational teachers and students during each on-site review, and also presents an oral report of findings to the superintendent during an exit interview.

8. Within 30 days of the on-site review, the district receives a written report, indicating either that the district is in full compliance and no further action is needed, or identifying problem areas and requesting corrective action.

For more information on monitoring for compliance, the following source is recommended:

Office of Adult and Vocational Education
Alaska State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685/2980

72

APPENDICES

APPENDIX A

Local Plan for Vocational Education

Local Plan for Vocational Education

School District: _____

Address: _____

Six-Year Plan for FY _____ - FY _____

Beginning Date: _____ Ending Date: _____

Contact Person: _____

Phone: _____

Advisory Committee Approval by: _____
(Chairperson)

Administrative Approval by: _____
(Name)

_____
(Title)

Certifications and Assurances

By my signature, I certify the information contained in this plan is correct, and agree upon the approval of terms and funds by the Alaska State Department of Education, to accept and perform the following general and specific conditions:

1. Control and account for all funds received and expended and non-expendable property, so they are clearly identifiable to the vocational program as required by state and federal laws and regulations governing this program.

2. Prepare, submit, and retain all records and reports of activities and fund uses at such time and for such period of time as are required by state and federal laws and regulations governing this program.

3. Accept and assist state staff during on-site reviews of activities, records and accounts related to this project within the limits of reasonable advance notice, and with recognition of rights of due process in the event of adverse decisions.

4. It shall be the policy of the local education agency to accept and place students without regard to race, color, religion, creed, national origin, sex, physical or mental handicap.

5. Each person employed as a vocational education instructor possesses Alaskan teacher certification as provided by 4 AAC 51.250.

6. Vocational education instructor (s) will participate on each child study team convened to develop, review, or revise an individualized education program when the child may be placed in a vocational education program as provided by 4 AAC 51.280.

7. Opportunities will be provided for vocational students to participate in vocational student leadership organizations as provided by 4 AAC 51.320.

This plan is scheduled for board review on _____ or this plan was reviewed by the Board on _____.

DATE_____ SIGNATURE _____

TITLE _____

My authority to sign this Plan of Service is contained in the Board Minutes dated_____.

A. **Vocational Education Philosophy** - - This section should include the district's philosophy of vocational education.

B. **Goals/Objectives** - - The district's goals and objectives should be based on the district's philosophy and the results of the needs.

C. **Advisory Committee** -- This section should:

1. Describe the make up of the vocational advisory committee.

Members name	Address	Representing:

2. Describe the annual meeting schedule and procedures for maintaining minutes of each meeting (include minutes) .

D. **Needs Assessment** -- This section should:

1. Clearly and briefly describe the district's needs assessment procedures (attach sample questionnaires and documents) .

2. Briefly describe the findings of the formal vocational education needs assessment, including the following:

   (a) Analysis of employment opportunities (State and Local) .

   (b) Assessment of community needs and interests with regard to the vocational education curriculum.

E. **Personnel Development** - - This section should describe the inservice training planned for personnel employed as vocational education instructors.

F. **Equal Opportunity** - - This section should describe the procedures used to assure non-descrimination and to provide all students an opportunity to enroll in vocational education programs.

G. **Curriculum** - - This section should describe the procedures for adopting a written curriculum (Form A & B in Appendix "A")

District Vocational Education Program Application

Program Description - Form A

Directions: This section should be cooperatively prepared between the vocational education administrator and the instructional staff responsible for teaching the courses within this specific program. For each program, submit this " Program Description - Form A " with a copy of each " Course Description - Form B " needed to implement the program to the Office of Adult and Vocational Education. Retain one complete copy in the local vocational education administrator's office.

Important: Submit a separate set of " Program/Course Descriptions " (Form A and B) for each vocational education program your school district plans to offer.

School District : _____

Address : _____

_____

Contact Person: _____

Telephone: _____

---

1. Vocational Program Title: _____

2. Vocational Courses within this program:
(List course titles in the order they are to be taken by the students.)

	Scheduled for Delivery every year	every 2nd year	every 3rd year
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

_____
Superintendent's Signature Date

_____
Vocational Director's Signature Date

District Vocational Education Program Application

Course Description - Form B

1. Program Title _____
   (from Form A)
2. Course Title _____
3. Course Overview:

4. Total Hours of Instruction_____ (Must equal one semester or more for vocational approval.)
5. List all sites where this course is to be offered:

6. Major pieces of instructional equipment (unite cost of $300 or more) that are required and available to teach this course:

7. Course outline:
   (Note: The following form is a suggested format; district may substitute their own format if the following information is included.)

Major Instructional Units	Student Competencies/outcomes

Major Instructional Units	Student Competencies/Outcomes

H. **Resources** - - This section should describe the resources needed to achieve the district's goals and objectives in the following areas:

1. The vocational education facilities (by school site) . (All equipment must be maintained to meet Federal and State health and safety standards.)

2. Major instructional equipment (by school site). Note: Major equipment, purchased from Carl Perkins Vocational grant funds, are the property of the Department of Education for five years and must be maintained in the program for which they were purchased.

3. The procedures for inspection, maintenance and repair of vocational education equipment and facilities to insure that they comply with State and Federal Health Standards and for the replacement of obsolete equipment.

I. **Evaluation** - - This section should describe how the local vocational programs were evaluated including the results of the last evaluation.

1. Describe the procedures for evaluating the vocational programs (include dates when evaluation was conducted) . Examples of evaluation instruments which may be used or adapted are the Self-Evaluation (appendix D of the Vocational Education Administrator's Handbook) or the evaluation instrument from " Evaluative Criteria, Vocational Education in Alaska ".

G. Summarize the results of the vocational education program evaluation. (Attach copies of the evaluation forms used).

J. **Student Leadership** - - Describe the steps taken by your district to provide " an opportunity for vocational students to participate in Vocational Student Leadership Organizations ".

K. **Student services** -- This section should describe the services offered to vocational education students in the following areas:

1. Describe the procedures and the instrument used for conducting vocational education student interest inventories.

2. Describe the procedures and personnel available to provide career guidance and counseling to vocational education students.

3. Describe the procedures for assisting high school graduates and early leavers with job placement and/or advanced training.

4. Describe the procedures for one and five year follow-up studies of high school graduates and early leavers.

5. Describe the provisions made to support handicapped and disadvantaged students enrolled in vocational education programs.

L. **Information Management System** - - This section should describe the procedures for maintaining accurate records of vocational education program expenditures and student enrollment data.

1. Fiscal:

a) Describe procedures used to purchase and receive supplies (Expendable items).

b) Describe the procedures for purchasing, receiving and inventorying equipment (non-expendable items) .

2. Enrollment :

a) Describe the procedure for maintaining records of student enrollment.

APPENDIX B

Vocational Education Program Application

Directions for Program Approval Applications

Important: This application should be prepared by the administrative and instructional staff with advice from the local vocational advisory committee and be consistent with the local plan for vocational education.

Submit a separate set of these application forms for each program title.

Retain one copy in the local vocational education director's office and submit one copy to:

Vocational Program Approval
Office of Adult and Vocational Education
Alaska State Department of Education
P. O. Box F
Juneau, Alaska 99811

Who must submit : All public school districts desiring to be eligible for state foundation support for their secondary programs. This system is designed as an ongoing approval system. Updates and changes may be made in an approved vocational education program by submitting revised program/course documentation to the address listed above.

Timelines: New or revised programs and/or courses must be submitted prior to July 1 for the following fall term and prior to September 30 for the following spring term. Submission after the above dates will be reviewed for approval in the next approval period.

The Office of Adult and Vocational Education will make a determination of the approvability status of each submission within 30 days of receipt.

Review Cycle: One fifth of the school district's vocational education program approval files will be reviewed each year. This review will be aimed at checking 3 distinct items:

1) Are all of the courses listed in a specific program being offered and available to students in a one, two or three year cycle;

2) Is the content of the individual courses within the program current and up-to-date; and

3) Should the program be revised or terminated?

District Vocational Education Program Application

Program Description - Form A

Directions: This section should be cooperatively prepared between the vocational education administrator and the instructional staff responsible for teaching the courses within this specific program. For each program, submit this " Program Description - Form A " with a copy of each " Course Description - Form B " needed to implement the program to the Office of Adult and Vocational Education. Retain one complete copy in the local vocational education administrator's office.

Important: Submit a separate set of " Program/Course Descriptions " (Form A and B) for each vocational education program your school district plans to offer.

School District : _____

Address : _____

_____

Contact Person: _____

Telephone: _____

---

1. Vocational Program Title: _____

2. Vocational Courses within this program:
(List course titles in the order they are to be taken by the students.)

	Scheduled for Delivery		
	every year	every 2nd year	every 3rd year
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____

_____
Superintendent's Signature Date

_____
Vocational Director's Signature Date

90

District Vocational Education Program Application

Course Description - Form B

1. Program Title _____
   (from Form A)
2. Course Title _____
3. Course Overview:

4. Total Hours of Instruction_____ (Must equal one semester or more for vocational approval.)
5. List all sites where this course is to be offered:

6. Major pieces of instructional equipment (unite cost of $300 or more) that are required and available to teach this course:

7. Course outline:
   (Note: The following form is a suggested format; district may substitute their own format if the following information is included.)

Major Instructional Units	Student Competencies/outcomes

Major Instructional Units	Student Competencies/Outcomes

Classification of Instructional Programs

Programs: The Office of Adult and Vocational Education is using the following vocational education programs classification system. Applicants should consult the National Center for Education Statistics' document, A Classification of Instructional Programs, for more detailed information on vocational program categories. These titles must be use to identify the vocational education programs.

Individual courses that comprise each program may be titled as the district chooses. The Office of Adult and Vocational Education needs to be informed of any course title change, even if the content does not change.

CIP CODES	PROGRAM TITLES
	NATURAL RESOURCES/AGRICULTURE
010301	Vocational Agriculture (.6)
010302	Animal Husbandry (.6)
010303	Aquaculture (.6)
010402	Fish Processing (.6)
010601	Horticulture (.2)
010604	Greenhouse Operation (.2)
020401	Plant Science (.6)
030101	Natural Resources (.2)
030301	Fisheries (.6)
030399	Hatchery Management (.6)
030401	Forestry Production and Processing (.2)
030501	Forestry (.2)
030602	Taxidermy (.2)
030601	Wildlife Management (Hunting and Trapping)(.2)
399991	Self Sufficiency (.2)
	BUSINESS AND MANAGEMENT
060101	Basic Business (.2)
060201	Accounting (.4)
060501	Business Economics (.2)
069999	Business Management/Business Law (.2)
	BUSINESS AND OFFICE
070101	Record Keeping (.4)
070103	Bookkeeping (.4)
070302	Computer Business Applications (.4)
070601	Secretarial Services (.4)
070606	Office Procedures/Office Practice/Simulated Office (.8)
070608	Word Processing (.8)
070701	Office Machines (.8)
070703	Business Communications (.8)
070710	Typing/Keyboard (.8)

MARKETING

080102	Marketing (.2)
080301	Entrepreneurship/Home Based Business (.2)
080705	Store Management (Distributive Education) (.2)
080706	Sales (.2)
081104	Tourism (.2)

HOME ECONOMICS

170402	Health Care/Community Health Aide (.2)
200101	Home Economics (.2)
200102	Child Care/child Development (.2)
200103	Clothing/Sewing (.2)
200104	Consumer Education (.2)
200106	Healthful Living/Human Relations (.2)
200107	Independent Living/Life/Singles Living/Family Living (.2)
200108	Foods/Cooking (.2)
200110	Interior Design (.2)
200406	Commercial Food Service (.2)

INDUSTRIAL EDUCATION

100104	Radio and TV, Media Production (.4)
120403	Cosmetology (.2)
150203	Surveying (.2)
150303	Electronics/Electricity (.6)
150902	Mining (.2)
150903	Petroleum (.6)
170205	Emergency Medical Technician (.2)
210101	Principles of Technology/Industrial Arts (.6)
219000	Occupational Vocational Discovery (.6)
460201	Construction/Carpentry (.8)
460302	Electricity/Wiring (.8)
460401	Custodial and Building Maintenance (.8)
460503	Plumbing (.8)
470107	Electric Motor Repair (.6)
470502	Power Plant Mechanics (.6)
470602	Aircraft Mechanics (.6)
470603	Auto Body Repair (.4)
470604	Power Mechanics, Auto Mechanics (.6)
470605	Diesel Mechanics (.6)
470606	Small Engines (.4)
480101	Drafting/Blue Print Reading (.6)
480102	Architectural Drafting (.6)
480103	Civil Drafting (.6)
480104	Electronics Drafting (.6)
480199	Computerized Drafting (.6)
480201	Graphic Arts (.8)
480203	Commercial Art (.2)

INDUSTRIAL EDUCATION (Cont.)

480204	Photography (.4)
480299	Communication Design (.8)
480501	Precision Metal Work (.6)
480504	Metals (Fabrication) (.6)
480508	Welding (.6)
480604	Plastic (.2)
480701	Woodworking (.6)
480703	Cabinet Making (.6)
489901	Boat Building (.6)
490102	Airplane Piloting (.4)
490301	Marine Technician (.4)

ALLIED HEALTH

170205	Emergency Medical Technology (.2)
170402	Community Health Aide (.2)
170599	Health Occupations (.2)

GENERAL

600001	Coop (.2)
600002	OJT (.2)
600003	Work Experience (.2)
270301	Applied Mathematics (.2)

APPENDIX C

Vocational Education Enrollment Report

VOCATIONAL EDUCATION ENROLLMENT REPORT

Form **B**

DISTRICT _____ **SCHOOL** _____

INSTRUCTIONS ON THE BACK
Keep original copy and send in a duplicate copy to:

Department of Education
Office of Adult
and
Vocational Education
P.O. Box F
Juneau, Alaska 99811

Approved Course CIP Number:

_____

Class/Course Title:

_____

Periods per day _____

Periods in school day _____

1) Race/Ethnic Group
2) Handicapped
3) Economically Disadvantaged
4) Academically Disadvantaged
5) Limited English

(See definitions on back)

Optional Unit Calculation

1. Total Days Enrolled = _____
2. ÷ 20 = _____
3. × .05 = _____
4. × periods class meets = _____
5. ÷ period in school day = _____
6. × RV (Relative Value) = _____

	Type or Print Student's Name (Last, First, Initial)	Days Enrolled	Sex F—Female	Sex M—Male	Grade Level	1) Race/Ethnic Group	2) Handicapped	3) Economically Disadvantaged	4) Academically Disadvantaged	5) Limited English
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										
26										
27										
28										
29										
30										
31										
32										
33										
34										
35										
36										
37										
38										
39										
40										
	TOTALS									

CORRECTION: Number 5 should read ÷ periods in school day= _____

VO5-223-12c
(Revised 9/87)

Teacher's Signature

97

Date

INSTRUCTIONS FOR COMPLETING VOCATIONAL EDUCATION ENROLLMENT REPORT

1. Use approved 20 school day counting period.

2. The report is due in the Office of Adult and Vocational Education on or before November 15th of the fiscal year.

3. Periods per day - how many periods does the class meet each day ?

4. Period in school day - how many periods compromise a regular school day ?

5. Student's name - record all students enrolled in course.

6. Identify sex of students.

7. Grade - identify numerically - i.e., 9, 10, 11, 12 (do not list 7th or 8th graders) .

8. Indicate status, as follows:
   * (1) Race/Ethnic Group - by number
   (2) Handicapped - by (x)
   (3) Economically Disadvantaged - by (x)
   (4) Academically Disadvantaged - by (x)
   (5) Limited English - by (x)

9. Teacher's Signature

10. Vocational Administrator's signature - may be vocational director, principal, or other administrator in charge of vocational education.

11. Complete reports by school site, and mail copies by November 15 of the fiscal year to:

    Office of Adult and Vocational Education
    P.O. Box F
    Juneau, Alaska 99811

12. Computer printouts containing the above required information are acceptable.

* **Race/Ethnic Group:**

1. American Indian/Alaskan Native
2. Asian/Pacific Islander
3. Black, not Hispanic
4. Hispanic
5. White, not Hispanic

Handicapped: An individual whose Individual Education Plan (IEP) specifically identifies special services and/or assistance needed to succeed in the vocational education course/program.

Economically Disadvantaged : For secondary only - family annual income at or below the official poverty line established by the Federal Director of the Office of Management and Budget adjusted for Alaska.

Academically Disadvantaged : An individual who has failed or is failing to successfully complete his or her vocational education course(s) due to lack of basic skills.

Limited English Proficiency : An individual who comes from an environment where a language other than English has had a significant impact on his/her level of English proficiency.

APPENDIX D

Self - Evaluation for Vocational Education

Self-Evaluation for Vocational Education

School District: _____

Directions:

1. Check the yes or no column. If yes, a rating of five (5) on an item indicates excellence and a one (1) indicates poor quality. Circle the rating which best describes the district's program.

2. Written comments following each item are encouraged.

3. Advisory committee members should assist in the evaluation process.

Standard/Criteria	Yes	No	Assessment	Comments
The LEA submits its local plan to the Department of Education every three years.			5 4 3 2 1	
The plan is reviewed annually.			5 4 3 2 1	
The plan reflects the district's vocational education philosophy.			5 4 3 2 1	
The plan indicates the goals and objectives of the vocational program.			5 4 3 2 1	
The local advisory council is involved in the planning process.			5 4 3 2 1	
The plan describes personnel development opportunities.			5 4 3 2 1	
The plan describes the programs and courses available.			5 4 3 2 1	
The plan describes the resources available.			5 4 3 2 1	

Standard/Criteria	Yes	No	Assessment	Comments
The plan describes the evaluation design.			5 4 3 2 1	
The plan describes the management information system.			5 4 3 2 1	
The plan describes student services available through the vocational program.			5 4 3 2 1	
The plan is kept on file.			5 4 3 2 1	
The LEA has established and maintained a Vocational Education Advisory Council.			5 4 3 2 1	
The Advisory Council is involved in planning and evaluating vocational programs.			5 4 3 2 1	
The Advisory Council has appropriate community representation.			5 4 3 2 1	
Accurate records are kept of each Advisory Council meeting.			5 4 3 2 1	
The LEA conducts a needs assessment			5 4 3 2 1	
The needs assessment includes an analysis of state and local labor markets.			5 4 3 2 1	

Standard/Criteria	Yes	No	Assessment	Comments
The needs assessment lists facilities and equipment used in the vocational program.			5 4 3 2 1	
The needs assessment includes information on community needs and interests.			5 4 3 2 1	
The needs assessment is kept on file.			5 4 3 2 1	
The LEA provides financial support for operating vocational programs.			5 4 3 2 1	
Funds generated through vocational student enrollment are used to support vocational programs including personnel, instructional activities, Vocational Student Leadership Organizations, facilities and equipment, student services, and staff development.			5 4 3 2 1	
The LEA keeps accurate records of vocational program funds collected and disbursed.			5 4 3 2 1	
Enrollment reports are kept on file.			5 4 3 2 1	
All vocational program offerings are taught and administered by personnel possessing appropriate Alaska vocational certification.			5 4 3 2 1	
Accurate records are kept of the qualifications of professional staff.			5 4 3 2 1	

Standard/Criteria	Yes	No	Assessment	Comments
The LEA provides staff development and professional growth opportunities for vocational education personnel.			5 4 3 2 1	
The LEA uses a formal needs assessment process in planning staff development activities.			5 4 3 2 1	
Adequate records are kept of staff development offered.			5 4 3 2 1	
The LEA makes all vocational programs equally available to all students.			5 4 3 2 1	
There is a statement of non-discrimination included in all LEA publications.			5 4 3 2 1	
The LEA has designated an equity coordinator.			5 4 3 2 1	
The LEA accommodates the individual needs of special needs students enrolled in vocational education programs.			5 4 3 2 1.	
Vocational instructors are notified prior to the placement of exceptional children in their vocational courses.			5 4 3 2 1	
Vocational instructors are involved in the development of IEP's for exceptional children involved in their vocational programs.			5 4 3 2 1	

Standard/Criteria	Yes	No	Assessment	Comments
The LEA has a written curriculum for each vocational instructional program.			5 4 3 2 1	
The curriculum includes an outline of the major instructional units of the program.			5 4 3 2 1	
The curriculum includes a list of instructional objectives.			5 4 3 2 1	
The curriculum includes a list of student competencies necessary for completion of the program.			5 4 3 2 1	
The curriculum includes a description of methods for evaluating student achievement.			5 4 3 2 1	
The curriculum includes a description of opportunities for student work experiences.			5 4 3 2 1	
The LEA provides opportunities for students to participate in Vocational Student Leadership Organizations.			5 4 3 2 1	
The LEA supports advisor(s) for Vocational Student Leadership Organizations.			5 4 3 2 1	

Standard/Criteria	Yes	No	Assessment	Comments
Vocational Student Leadership Organizations are included as an integral part of the curriculum.			5 4 3 2 1	
Vocational Student Leadership Organizations activities are documented.			5 4 3 2 1	
The LEA provides instructional equipment and facilities comparable to those used in the occupation.			5 4 3 2 1	
Equipment and facilities are occupationally relevant.			5 4 3 2 1	
Equipment and facilities meet curriculum objectives.			5 4 3 2 1	
Equipment and facilities meet health and safety standards.			5 4 3 2 1	
Equipment and facilities allow for equal access by all students.			5 4 3 2 1	
Equipment and facilities are adequately maintained, repaired and replaced.			5 4 3 2 1	
A written inventory of facilities and equipment is maintained.			5 4 3 2 1	
The LEA has written procedures for providing vocational education guidance services to all students and for placing vocational program completers and early leavers.			5 4 3 2 1	

Standard/Criteria	Yes	No	Assessment	Comments
The guidance program includes information about vocational program offerings.			5 4 3 2 1	
The guidance program includes information/ placement assistance to vocational program completers and early leavers.			5 4 3 2 1	
Each student in grades 9 - 12 has a four-year career development plan which is evaluated and updated annually.			5 4 3 2 1	
Follow-up studies are conducted on program completers and early leavers to determine program success.			5 4 3 2 1	
Information on student placement and follow-up is kept on file.			5 4 3 2 1	
The LEA completes a written evaluationof each vocational program at least once during each six-year period.			5 4 3 2 1	
Evaluation data is gathered from students, teachers, principals, counselors, employers, and Advisory Council members.			5 4 3 2 1	
Data is gathered on all aspects of the vocational programs.			5 4 3 2 1	

Standard/Criteria	Yes	No	Assessment	Comments
The LEA maintains records on vocational programs.			5 4 3 2 1	

Signed: _____ _____
Vocational Education Administrator Date

Signed: _____ _____
Superintendent Date

Signed: _____ _____
Vocational Advisory Council Chairperson Date

APPENDIX E

Sample Needs Assessments

PARENT - COMMUNITY SURVEY
FOR
VOCATIONAL EDUCATION PLANNING

The _____ School District is seeking your opinion regarding our educational offerings so that we might better serve the needs of the community. We would very much appreciate your cooperation in completing this questionnaire. Since your name will not be associated with the answers , it is not necessary for you to sign your name.

1. Sex: ☐ Male ☐ Female

2. Marital Status: ☐ Married ☐ Single ☐ Divorced

3. Economic Status. (Please check one.)

   ☐ (1) Above Average ☐ (2)Average ☐ (3)Below Average

4. Age: (Please check one.)

   ☐ (1) Young Adult ☐ (2) Middle-Aged Adult ☐ (3) Older Adult

5. Are you a parent of a school age child? ☐ Yes ☐ No
   If yes, please circle the grade level(s) of your child(ren)

   K 1 2 3 4 5 6 7 8 9 10 11 12

6. Please check the following items "yes," "no," or "no opinion."

YES	NO	NO OPINION	
☐	☐	☐	1. The curriculum offerings in the school appear adequate.
☐	☐	☐	2. Schools should place more emphasis on preparing students for employment.
☐	☐	☐	3. High school students should be encouraged to seek education past the high school level.
☐	☐	☐	4. It is the primary responsibility of the school to stress proper attitudes and work habits that students should have.
☐	☐	☐	5. Vocational education training should be extensive enough to meet the needs and interests of the majority of students
☐	☐	☐	6. The school should keep the community better informed about its educational programs.
☐	☐	☐	7. I would be willing to pay more taxes for better vocational education training.

YES	NO	NO OPINION	
☐	☐	☐	8. All students should have a saleable skill after completing a high school education.
☐	☐	☐	9. Students should be able to attend another school to get training that is not available in their local school.
☐	☐	☐	10. The school should provide more guidance and counseling to a student about his/her future education and career plans.
☐	☐	☐	11. Students should have made tentative career plans prior to entering the eleventh grade.
☐	☐	☐	12. Special vocational programs should be available for disadvantaged students or slow-learners.
☐	☐	☐	13. Too much emphasis is placed on students going to college.
☐	☐	☐	14. Vocational Courses should be available for adults in the community.
☐	☐	☐	15. More vocational training would reduce the drop-out rate and aid in discipline problems.

7. Overall, how would you rate the education received by students in the

_____ School District ?

☐ (1) Excellent ☐ (3) Average

☐ (2) Good ☐ (4) Below Average

8. Circle highest level of education you received for each appropriate level:

☐	Grade School	1	2	3	4	5	6
☐	High School	7	8	9	10	11	12
☐	College	1	2	3	4		
☐	Vo-Tech	1	2				
☐	Other Post-secondary	1	2	3	4		

9. Please rank the social and civic skills you believe students should be made aware of in school:

_____	Etiquette and Manners	_____	Written Communications
_____	Dress and Grooming	_____	Cultural Heritage
_____	Individual Creativeness	_____	Discipline and Work Habits
_____	Civic Pride	_____	Pleasant Disposition
_____	Music and Art Appreciation	_____	Participation in Extracurricular Activities

10. Please indicate areas of adult education and training that interest you:

_____

_____

_____

_____

MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT

STUDENT SURVEY

The Matanuska-Susitna Borough School District is conducting this survey to help determine how student needs can better be met through programs of vocational education. We would appreciate your cooperation in completing this survey form.

1. Grade (Circle One): 7 8 9 10 11 12

2. Sex: ( ) Male ( ) Female

3. Race: ( ) White ( ) Black ( ) Hispanic
   ( ) Alaska Native ( ) Other

4. Are you enrolled in a vocational program this year ?
   ( ) Yes ( ) No

5. Have you taken a vocational education course while in high school?
   ( ) Yes ( ) No
   If no, please explain. _____

6. Do you plan to enroll in a vocational course before high school graduation ?
   ( ) Yes ( ) No ( ) Unsure
   If "no" or "unsure", please explain. _____
   _____

7. If you enrolled in Vocational Education courses, why did you enroll ? (Check all items that apply.)
   ( ) Friends
   ( ) Parent
   ( ) Teacher
   ( ) Counselor
   ( ) Course Schedule & Description
   ( ) Other

8. Have you selected a career ? ( ) Yes ( ) No

9. Have your Vocational Education courses influenced your career choice ?
   ( ) Yes ( ) No

10. What do you plan to do on a full-time basis during the first year after you finish high school?
    ( ) Work on a full-time job.
    ( ) Enter military service.
    ( ) Attend college.
    ( ) Enroll in business or trade school, nursing training, etc.
    ( ) Other (Please specify) _____

11. What do you think your parents expect you to do after high school ? (Check all items that apply.)

( ) Get a job.
( ) Get married.
( ) Enter military services.
( ) Attend college.
( ) Enroll in business or trade school, nursing training, etc.
( ) They do not care one way or the other.

12. Have you had a part-time job during the summers or after school ?

( ) Yes ( ) No

13. Has you Vocational Education training assisted you in obtaining a job ?

( ) Yes ( ) No

14. How much help have the following persons given you in planning your future career? Check one box only for each person listed.

	A great deal	Some	Very little	None
Parents	( )	( )	( )	( )
Teachers	( )	( )	( )	( )
Counselors	( )	( )	( )	( )
Friends	( )	( )	( )	( )
Other (specify) _____	( )	( )	( )	( )

15. Do you feel you need more vocational education or counseling to help you make better career plans ? ( ) Yes ( ) No

16. After you finish high school, are you :

( ) Planning to remain in the local area.
( ) Willing to move to another part of the state.
( ) Willing to leave the state.
( ) Willing to leave the state for further training, but return.
( ) Undecided

17. Do you feel the selection of vocational education courses are adequate ?

( ) Yes ( ) No

18. Have you participated in a Vocational Education Student Organization ?

( ) Yes ( ) No

19. Has this participation helped you to obtain a job ?

( ) Yes ( ) No

Matanuska - Susitna Borough School District

BUSINESS AND INDUSTRY SURVEY

1. Name of Firm_____Date_____

2. Address_____

3. Main Function of Firm_____Product_____

4. Title or position of person completing this survey. _____
_____

5. What is the approximate number of employees in your firm during the last 12 months?
(Check One.)

(1) _____ 1 - 5
(2) _____ 6 - 10
(3) _____ 11 - 20
(4) _____ over 20

6. Place all employees into the following levels of employment:

	Current Employment	Anticipated in 5 years
Management & Supervision	_____	_____
Professional	_____	_____
Unskilled	_____	_____
Sales	_____	_____
Technical	_____	_____
Skilled	_____	_____
Semi-skilled	_____	_____
Operators	_____	_____
Other	_____	_____

7. What kind of jobs would you be hiring for in the future ?

_____

8. What kind of jobs do you have difficulty in filling with properly qualified personnel ?

_____

9. How do you hire employees ? By direct contact _____

Through unions _____ Through Employees_____ Through schools_____

114

10. What is your opinion of Vocational Education ?

a. Students often are given the grades A, B, C, D, and F (Fail) to denote the Quality of their work. Suppose high school vocational education in your community were graded the same way. What grade would you give high school vocational education ? (Check One .) OPTIONAL

(1) _____ A
(2) _____ B
(3) _____ C
(4) _____ D
(5) _____ F (Fail)
(6) _____ No Opinion

b. If you assigned a grade below A, what are the most important things high school vocational education has to do to improve its grade ? (Check three)

(1) _____ Increase the number of different kinds of vocational programs.
(2) _____ Update vocational programs.
(3) _____ Improve opportunities for minorities.
(4) _____ Insure that individuals who do not go on to college have access to vocational education.
(5) _____ Provide work experience for vocational students.
(6) _____ Actively support economic development in the community.
(7) _____ Improve placement efforts.
(8) _____ Stress teaching of basics (reading, writing and arithmetic).
(9) _____ Involve employers more in vocational programming.
(10) _____ Increase collaborative retraining efforts with industry.
(11) _____ Other suggestions: _____
_____

11. Considering new employees who work in the same types of jobs, how much on-the-job training is required by those with a vocational education background as compared to those without such training? (Check one.)

(1) _____ More training
(2) _____ Same amount of training
(3) _____ Less training
(4) _____ Don't know

12. For a job requiring less than a four-year college degree, would you hire a vocational education graduate rather than a nonvocational graduate (all else being equal: age, sex, training, experience, etc.)? (Check one.)

(1) _____ Yes
(2) _____ No. Why not ? _____
(3) _____ Don't know.

13. If state funds for vocational education end or decrease drastically, should the District increase their funding sufficiently to replace the state cut ?

(1) _____ Yes
(2) _____ No

WAYS YOUR FIRM MAY WORK WITH SECONDARY VOCATIONAL EDUCATION.

Assume there are no legal constraints with local statues or union contracts:
(Check one per question .)

	Yes	Already Have	No
14. Would you be willing to allow your equipment to be used on your premises for public vocational education training programs ?	___	___	___
15. Would you be willing to provide work experience for vocational education students ?	___	___	___
16. Would you be willing to provide work experience for vocational education instructors such as a summer job to help them maintain up-to-date skills ?	___	___	___
17. Would you be willing to allow one or more of your employees released time to teach vocational education courses ?	___	___	___

WHAT DO YOU THINK VOCATIONAL EDUCATION SHOULD BE DOING ?

Several changes are under consideration in vocational education. For each of the following proposed changes, indicate whether you agree, disagree, or are undecided.

	Agree	Disagree	Undecided
18. Increase employability skills training (job attitudes, interpersonal relations, etc.) at the high school level.	___	___	___
19. Increase vocational education courses in high school and community colleges.	___	___	___

		Agree	Disagree	Undecided
20.	Expand use of private sector personnel as resources for vocational education classrooms.	___	___	___
21.	Increase basic skills training (reading, writing and arithmetic) at the high school level.	___	___	___
22.	Increase the in-class hours for job skill training.	___	___	___
23.	Increase employers' involvement in the evaluation of vocational education programs.	___	___	___
24.	Expand use of public education funds for vocational education.	___	___	___

APPENDIX F

Inventory and Replacement Schedule, Preventative Maintenance Program

Inventory and Replacement Schedule

I.D. #	Item Description	Purchase Date	P.O. #	Price	Condition	Location	Serial #	Replacement Date

Preventive Maintenance Program

1. PURPOSE: The purpose of this program is to provide appropriate educational facilities and equipment that are capable of meeting instructional objectives and are maintained to meet state and federal health and safety standards.

2. APPLICABILITY: This program will be observed for all real property (buildings, lawns, roads, etc.), building systems (heating, ventilating, plumbing, electrical, etc.), and those items of equipment for which by-number inventory records are kept which meet the criteria for fixed assets (generally having a value of over $300.00 and an expected useful life of two years or more).

3. DEFINITIONS:

   A. Routine Maintenance - - those actions taken by a person in the course of his/her usual use of a room or machine to keep it in working condition (checking the oil, replacing bulbs, reporting broken furniture or equipment, cleaning the work area, mopping up spills, etc.)

   B. Diagnostic Maintenance - - periodic inspections performed by a specialist to detect incipient problems or to determine the cause of unsatisfactory performance (checking compression and timing of engines, locating a rattle in a table saw, calibrating a thermostat, etc.)

   C. Preventive Repairs - - repair or replacement of parts whose continued use would cause failure of a large machine or system (leaky water valves, worn bearings, dull cutting surfaces on tools, arcing electrical switch boxes, worn asphalt sealer, etc.)

   D. Corrective Repairs - - repair or replacement of those items needed to restore a broken-down item or system to acceptable or perfect operation (broken fuel pumps, exploded boilers, doors warped so badly that they won't lock, burned out motors in electric typewriters, etc.)

4. RESPONSIBILITIES: Overall condition will be assigned to superintendent of buildings and grounds.

   A. Students - - no responsibilities except to report problems to the instructor and to return tools and materials to proper storage areas after use

   B. Instructors - - only those cleanup types of items listed under "routine maintenance," to be performed by themselves or by lab/shop technicians or instructor aides; (Note: as a part of the regular instruction, students should be taught proper work area cleanup and be involved in basic cleaning at the end of instructional periods) NO OTHER TYPES OF REPAIRS SHOULD BE ATTEMPTED WITHOUT AUTHORIZATION FROM SUPERINTENDENT OF BUILDINGS AND GROUNDS.

   C. Custodians - - " routine maintenance" within their assigned areas

D. Maintenance Crew - - "diagnostic maintenance" at intervals assigned by the Superintendent of Buildings and Grounds, and routine items in response to reports from instructors (one person will be specifically assigned to oil, sharpen, tighten, adjust, etc. the many pieces of equipment used by students in their labs, shops and clinics); also responsible for performing limited repairs within the scope of the training of maintenance personnel. In general those repairs involving more than $300 in parts or 10 hours of labor should be referred to private repairer or service firms as appropriate. Service contracts will be initiated and/or continued by the Superintendent of Buildings and Grounds.

E. Private Repair or Service Firms - - all "corrective repairs" and any "preventive repairs" beyond the scope of the training of maintenance personnel that involve more than $300 in parts or 10 hours of labor

F. Miscellaneous - - any item for which the estimated cost of overhaul or repair exceeds 15% of its current (depreciated) value will be discarded and recommended for replacement according to the requirements of the instructional program for which it was purchased or currently being used

5. RECORDS: Maintenance and repair records will be maintained on all equipment which meet the criteria for fixed assets (generally having a value of over $300.00 and an expected useful life of two years or more).

APPENDIX G

On - Site Technical Assistance Request Form

On-Site -- Technical Assistance Request Form

District

Date

Name of Contact

Phone

Identified Need

Brief statement of requested assistance

Proposed date for technical assistance

Mail to:

Unit Administrator
Office of Adult and Vocational Education
P.O. Box F
Juneau, AK 99811

APPENDIX H

Approved Vocational Student Leadership Organizations

Approved Vocational Student Leadership Organizations

The following Vocational Student Leadership Organizations are recognized and supported by the Alaska State Department of Education:

Business Professionals of America (BPA)

BPA develops leadership abilities, interest in the free enterprise system, and competency in office occupations for students enrolled in Business Education programs. BPA provides students with the opportunity to participate in community service, school and business-related activities.

Distributive Education Clubs of America (DECA)

The mission of DECA is to help marketing, management and distributive education teachers create learning opportunities that develop a greater understanding and appreciation of marketing, merchandising, distribution, management and decision making, while at the same time increasing civic consciousness, building social intelligence, and developing leadership.

Future Farmers of America (FFA)

Among the aims and purposes of FFA are strengthening the confidence of students in themselves and their work; creating more interest in the intelligent choice of agricultural occupations; participating in worthy undertakings for the improvement of the industry of agriculture; encouraging and practicing thrift; and encouraging improvement in scholarship.

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)

FHA/HERO's goal is to help youth develop in the areas of personal growth, family life, vocational preparation, and community involvement. Members gain valuable life skills by using their home economics know-how to help children and the elderly, promote fitness and health, encourage handicap awareness, help their peers make responsible decisions concerning pregnancy and parenting, organize teen-run businesses through peer educational projects, and survey jobs and career opportunities. FHA/HERO projects capitalize on skills learned in class, provide experience in carrying out responsibilities, and help students learn to set and meet goals.

Vocational Industrial Clubs of America (VICA)

VICA was established to provide, through organized co-curricular programs, extra experiences that trades and industry students need to excel in the world of work. Activities are related to six major goals: personal growth, community understanding, safety, teacher recruitment, vocational youth cooperation and good public relations. The organization adheres to the ideal that the nation's craftworkers and technicians must possess qualities of leadership, citizenship, character, social competence and communication skills to complement their occupational skills.

APPENDIX I

Requirements for Teacher Certification in Alaska

Requirements for Teacher Certification in Alaska

The following is a brief synopsis of requirements for Alaska Teacher Certification. All transactions require a completed application, proper fee, and official transcripts.

1. Initial Certification

Type A - Regular Classroom Certificate (4 AAC 12.020)
- B.A. Degree
- Recommendation from preparing institution or certifying state department of education.
- M. A. Degree is required for all speech and hearing endorsements.
- Recency credits *

Type B - Administrative Certificate (4 AAC 12.030)
- M.A. Degree or higher
- Recommendation from preparing institution or certifying state department of education.
- Three years teaching experience on a regular certificate.
- Recency credits *

Type C - Special Services Certificate - (4 AAC 12.040)
- Same as Type A
- Examples of Certificates: School Librarian, School Nurse, School Psychologist**, Speech, Language and Hearing***
- Note : Holders of a Type C may not be assigned as regular classroom teachers.

Types A, B & C Certificate fees are $60.00 per certificate. The certificate is valid for five years.

Type D - Vocational Credentials (4 AAC 12.050)
- Four or more calendar years full-time work experience in a trade and vocational pursuit, two years may be in a vocational school.
- Letters of recommendation (at least 2)
- Work history sheet
- Proof of employment in a local school district.
- Example : Carpentry, Auto Mechanics
- Valid for two years. Fee $10.00

Type E - Early Childhood I or II Credentials (4 AAC 12.055)
- ECE- I - completion of 30 credit early childhood education university program. At least 400 hours of supervised practicum or an approved Child Development Associate (CDA) award.
- ECE - II - completed an Associate Degree in ECE and completed requirements for ECE I.
- Valid for 5 years. Fee $60.00
- Note: Holders of Type E may not be assigned as regular classroom teachers.

Type I - Recognized Expert (4 AAC 12.070)
Letter of Authorization
Experience qualifying applicant as an expert in a specific area.
Detailed resume.
Request from a school district through the chief school administrator.
Examples : Native Languages, Native Arts
Valid for school year. Fee $10.00

Type U - University Certificate (4 AAC 12.057)
Employed in a teaching position in an approved teacher training program in Alaska.
Eligible for Type A.
Been approved for the U certificate by the teacher training program.
Valid for 5 years. Fee $60.00

Type T - Temporary Certificate
Temporary Certificate may be issued if the applicant has a doctorate degree, has never held and Alaska certificate, and has had three years teaching experience within the last five years. The only requirement that a temporary certificate waives is the recency requirement.
Valid for one year. Non-renewable. Fee $50

* - Recency Credits - Six SEMESTER hours of credit to be earned within the five year period just prior to application. Quarter hours are converted on a 2/3 factor.

** - School Psychologist endorsements require a Masters Degree, recommendation from institution accredited by NCTE or APA.

2. Regular, Administrative and Special Services Certificate Renewal Requirements - (4 AAC 12.075)

(A) A certificate issued under 4 AAC 12.020 - 4 AAC 12.040 may be renewed any number of times by presenting six semester hours of credit, or their equivalent as determined by the department, earned during the life of the certificate. At least three of the six semester hours must be upper division or graduate credit. Up to three semester hours may be continuing education units, correspondence credits from an accredited institution, or, with prior written approval of the commissioner, nonacademic credit.

(B) An applicant for renewal for the first time of a certificate that was issued after the effective date of this section, who had not completed three semester hours in Alaska studies and three semester hours in multicultural education before issuance of the certificate, must complete three semester hours in each of these areas before renewal of the certificate. Completion of the multicultural education requirement may be used to meet the six-semester-hour requirement of (A) of this section.

Completion of the Alaska Studies requirement must be in addition to the six semester hours required by (A) of this section.

(C) A certificate issued under 4 AAC 12.050 may be renewed any number of times by presenting three semester hours of credit, and/or additional work experience approved by the department, earned during the life of the certificate.

(D) A certificate issued under 4 AAC 12.055 may be renewed any number of times by ;

For ECE - I Presenting a current CDA or completing six semester credits in Early Childhood .

For ECE - 2 Completing six semester credits in Early Childhood.

(E) A certificate issued under 4 AAC 12.070 may be renewed only by written request of the school board through the chief school administrator.

(F) A certificate issued under 4 AAC 12.057 may be renewed only by completing 50 clock hours of K - 12 teaching during the life of the certificate.

(G) *** - For a certificate issued under 4 AAC 12.40 with an endorsement in speech, language, or hearing, the multicultural education requirement of (B) of this section may be satisfied by completion of three semester hours in crosscultural communications. (Eff. 4/9/87)

Notwithstanding 4 AAC 12.075, a special services certificate endorsed in " school psychology " may be renewed any number of times if an applicant provides evidence of satisfactory service obtained during the life of the certificate, and completion of a minimum of 90 contact hours in the areas of assessment, evaluation, intervention, program planning, program development, or staff or program administration in a) accredited college or university coursework; b) workshops, seminars, or institutes; c) school district or university sponsored in-service training programs; or e) workshop or seminar teaching. A certificate or endorsement in " school psychology " issued before the effective date of this section may be renewed once subject to the requirements in effect at the time the certificate or endorsement was issued.

3. Professional Development Plan - (4 AAC 12.077)

(A) Notwithstanding 4 AAC 12.075, a certificate issued under 4 AAC 12.020 - 4 AAC 12.040 may be renewed any number of times by implementing and completing a professional development plan during the life of the expiring certificate, if

(1) the plan permitted by this section is approved in writing by the department head or dean of an approved teacher education program, and is signed by a notary public, before its implementation;

(2) the plan is defined in terms of credit hours or the equivalent of credit hours, and consists of at least six semester hours of work;

(3) the applicant provides verification, in writing, from the institution that approved the plan, that the applicant has completed the plan.

(B) A plan for an applicant renewing a certification for the first time must meet the coursework requirements of 4 AAC 12.075(b). (Eff. 4/9/87, Reg. 102)

4 AAC 12.120 states a certificate holder must maintain a current valid mailing address on file with the Department of Education.

APPENDIX J

Definitions

Definitions

Academically Disadvantaged - A "disadvantaged" person who a) lacks reading and writing skills; b) lacks mathematical skills; c) performs below grade level; or d) scored below the 25th percentile in standardized achievement or aptitude tests.

Career Guidance and Counseling - Those programs a) which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, and opportunities, and b) which assist them in making and implementing informed educational and occupational choices.

Cooperative Education - A method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

Curriculum - A well defined continuum of learning experiences organized into programs in various subject matter areas.

Disadvantaged - Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.

Economically Disadvantaged - Families or individuals who are determined by the Secretary of Education to be low-income according to the latest available data from the Department of Commerce.

Handicapped - Persons who have a physical or mental impairment which substantially limits one or more major life activities. Physical handicaps may include hearing, speech, vision and orthopedic impairment, or conditions resulting from accidents, birth defects and certain diseases. Mental handicaps include learning disabilities as well as mental retardation and emotional illness. Drug addiction and alcoholism are categorized as handicapping conditions.

Industrial Arts - Instructional programs or related courses organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designating, constructing, evaluating, and using tools, machines, materials and processes; and assists individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

Limited English-Speaking Ability - Individuals who were not born in the United States or whose native tongue is a language other than English; and/or individuals who came from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding instruction in the English language and who, because of these difficulties cannot succeed in the regular vocational education program without special education assistance.

Limited English Proficiency (LEP) - Any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English and who, because of these difficulties of speaking and understanding cannot succeed in the regular vocational education program without special education assistance. The chief administrative official shall determine the method and the staff persons responsible for making the identification. Substantive evidence of an LEP condition must be kept on file.

Program - A subdivision of the total curriculum reflecting a logically related grouping of courses. In vocational education, one or more courses make up the program.

Special Needs Population - Youth and adults with academic or economic handicaps and mental or physical disabilities which hinder their success in the regular vocational education program.

Vocational Education - Organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agricultural arts, and trades and industrial occupations, or for additional preparation for a career in such fields, and in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program.

Vocational Education Pupils - As defined for Alaska's foundation support program, vocational education pupils are students in grades nine through twelve in average daily membership/full time equivalency enrolled in vocational education courses as approved by the department.

Vocational Student Leadership Organizations - Those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations may have state and national units which aggregate the work and purpose of instruction in vocational education at the local level.

APPENDIX K

Bibliography

Bibliography

Alaska School Counselors Handbook, Alaska State Department of Education, P. O. Box F, Juneau, AK 99811

Alaska School Counseling Program Guide, Alaska State Department of Education, P.O. Box F, Juneau, AK 99811

Alaska State Vocational Education Safety Handbook, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Citizen's Participation in Vocational Education, Governors Council on Vocational and Career Education, 211 Fourth Street, Suite 101, Juneau, AK 99811

Competency Based Administrators Education Materials, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P. O. Box F, Juneau, AK 99811

Compiled School Laws of Alaska, Alaska State Department of Education, P. O. Box F, Juneau, AK 99811

Education Regulations - Title 4, Alaska State Department of Education, P. O. Box F, Juneau, AK 99811

Evaluative Criteria, Vocational Education - Alaska, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P. O. Box F, Juneau, AK 99811

Local Advisory Committee: Handbook for Vocational Administrators, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Model Curriculum Guides, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P.O. Box F, Juneau, AK 99811

Performance Based Teacher Education Modules, American Association for Vocational Instructional Materials, 120 Engineering Center, University of Georgia, Athens, Georgia 30602

Pupil Accounting Manual, Alaska State Department of Education, P. O. Box F, Juneau, AK 99811

Special Education Regulations, Alaska State Department of Education, P. O. Box F, Juneau, AK 99811

Standards for Cooperative Vocational Education in Alaska, Alaska Vocational Materials Library, Office of Adult and Vocational Education, P. O. Box F, Juneau, AK 99811

Vocational Education for Handicapped Students, " Guidelines for Program Development ", Alaska Vocational Materials Library, Office of Adult and Vocational Education, P. O. Box F, Juneau, AK 99811

Vocational Education Local Advisory Committee Handbook, Alaska State Advisory Council on Vocational Education, 211 Fourth Street, Suite 101, Juneau, AK 99801

Vocational Student Leadership Organizations Advisor's Manual, Leadership Experiences, Inc., 7006 Apollo Drive, Anchorage, AK 99504

APPENDIX L

Vocational Education Regulations

Vocational Education Regulations

CHAPTER 51. VOCATIONAL EDUCATION

ARTICLE 3. SECONDARY VOCATIONAL EDUCATION PROGRAMS

Section

200. Purpose of 4 AAC 51.200 - 4 AAC 51.390
210. Program requirements
220. Local vocational education plan
230. Advisory Committee
240. Needs assessment
250. Personnel qualifications
260. Personnel development
270. Equal opportunity
280. Vocational education for exceptional children
290. Curriculum
300. Vocational Facilities and Equipment
310. Evaluation
320. Vocational student leadership organizations
330. Vocational guidance and placement
340. State aid
350. Program review
360. Waiver
390. Definitions

Editor's notes. - Although 4 AAC 51.200 - 4 AAC 51.390 were adopted at the same time and distributed in Register 96, the effective date for several of them was deferred to July 1, 1986 and, for 4 AAC 51.350, to July 1, 1987.

4 AAC 51.200. PURPOSE OF 4 AAC 51.200 - 4 AAC 51.390. The purpose of 4 AAC 51.200 - 4 AAC 51.390 is to establish minimum requirements for secondary vocational education programs in Alaska. (Eff. 12/4/85, Register 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.210. PROGRAM REQUIREMENTS. Except as otherwise provided by 4 AAC 51.250 and 4 AAC 51.320, each district that offers a vocational education program under the provisions of 4 AAC 51.200 - 4 AAC 51.390, and elects to receive state aid under AS 14 for vocational programs, shall

(1) submit a vocational education plan for approval by the department, as required by 4 AAC 51.220;

(2) employ vocationally certified instructors qualified under 4 AAC 51.250;

(3) develop a plan for inservice training of vocational education instructors, as required by 4 AAC 51.260;

(4) provide all students with an equal opportunity to participate in vocational programs, as required by 4 AAC 51.270;

(5) include vocational education instructors in the development of individualized education programs, as required by 4 AAC 51.280;

(6) adopt a written curriculum for each vocational program in the manner required by 4 AAC 51.290;

(7) provide instructional equipment and facilities, as required by 4 AAC 51.300;

(8) evaluate vocational education programs in the manner required in 4 AAC 51.310;

(9) provide for vocational student leadership organizations, as required in 4 AAC 51.320;

(10) provide for vocational education guidance and placement, as required by 4 AAC 51.330. (Eff. 7/1/86, Register 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.220. LOCAL VOCATIONAL EDUCATION PLAN.

(a) Each district shall develop, and submit to the department for approval, a vocational education plan.

(b) The plan required by (a) of this section must include

(1) a description of the involvement of the local advisory committee required by 4 AAC 51.230;

(2) a description of the needs assessment required by 4 AAC 51.240;

(3) a description of inservice training, as required by 4 AAC 51.260;

(4) a description of the facilities and equipment available to implement the plan, as required by 4 AAC 51.300;

(5) a description of the curriculum required by 4 AAC 51.290;

(6) a design for vocational education program evaluation required by 4 AAC 51.310; and

(7) a description of the guidance services required by 4 AAC 51.330.

(c) The local vocational education plan must be updated at least every sixth year. (Eff. 7/1/86. Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.230. ADVISORY COMMITTEE.

(a) Each District shall use a vocational education advisory committee for the purpose of assisting the district in planning and evaluating vocational education programs.

(b) The advisory committee must have members representing

(1) the vocational education programs, including teachers and students; and

(2) the employers and employees of the region to be served by the programs.

(c) The advisory committee must

(1) meet at least twice each year as the school district vocational education advisory committee; and

(2) must maintain minutes of each meeting. (Eff. 12/4/85, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.240. NEEDS ASSESSMENT.

(a) Each District shall use the results of a formal assessment of employment opportunities, educational resources, and community interests in developing the vocational education plan.

(b) The assessment required by this section must address

(1) employment opportunities;

(2) facilities and equipment needed in the instructional program;

(3) current vocational education programs; and

(4) community needs and interests. (Eff. 7/1/86, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.250. PERSONNEL QUALIFICATIONS. Repealed 12/23/88

Editor's notes. - As of Register 108, January 1989, the substance of former 4 AAC 51.250 is contained in 4 AAC 12.053.

4 AAC 51.260. PERSONNEL DEVELOPMENT.

(a) Each local vocational education plan must describe inservice training planned for personnel employed as vocational education instructors. (Eff. 7/1/86, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.270 EQUAL OPPORTUNITY.

(a) Each school district shall;

(1) provide all students an opportunity to enroll in vocational education programs; and

(2) adopt policies to assure equal opportunities and nondiscrimination. (Eff. 7/1/86, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.280 VOCATIONAL EDUCATION FOR EXCEPTIONAL CHILDREN.

A vocational education instructor must serve on each child study team convened to develop, review, or revise an individualized education program under 4 AAC 52.140 if the exceptional child may be placed in a vocational educational program under 4 AAC 52.150. (Eff. 7/1/86, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.290. CURRICULUM.

In addition to the requirements imposed by 4 AAC 05.080, each school district shall adopt a written curriculum, for each vocational program, that

(1) lists the student competencies necessary for completion;

(2) provides for the integration of leadership competencies; and

(3) describes the opportunities available to the student for work experience. (Eff. 12/4/85, Reg.96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.300. VOCATIONAL FACILITIES AND EQUIPMENT.

(a) Each school district shall provide equipment and facilities that are

(1) capable of meeting instructional objectives; and

(2) maintained to meet state and federal health and safety standards.

(b) The district shall establish a written procedure for the maintenance, repair, and replacement of vocational equipment. (Eff. 7/1/86, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.310. EVALUATION.

(a) The evaluation of the vocational education curriculum required by 4 AAC 05.080(e) must include;

(1) input from students, former students, teachers, principals, counselors, and advisory committee members; and

(2) an assessment of the district's implementation of each requirement imposed of each requirement imposed by 4 AAC 51.210.

(b) A written summary of the evaluation must be submitted to the department as part of the needs assessment required by 4 AAC 51.240. (Eff. 7/1/86, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.320. VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS.

(a) Each district shall provide an opportunity for vocational students to participate in vocational student leadership organizations.

(b) Each vocational student organization must have an instructor designated as the advisor.

(c) This section does not apply to school sites with an average daily membership of less than 100. (Eff. 7/1/86. Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.330. VOCATIONAL GUIDANCE AND PLACEMENT.

(a) Each district shall establish procedures for providing career and vocational guidance services.

(b) The services must include

(1) distribution to potential students, parents, and other interested parties of a written description of the vocational programs offered; and

(2) access to information regarding advanced training, employment, or placement. (Eff. 12/4/85. Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.340. STATE AID.

(a) A school district is eligible to receive vocational education foundation funds under AS 14.17 when the local vocational education plan described in 4 AAC 51.220 has received approval of the department.

(b) The vocational education plan must be submitted on forms provided by the department to the Department of Education, P.O. Box F, Juneau, AK 99811-10500.

(c) To be approved, the local vocational education plan must meet the requirements of 4 AAC 51.200 - 4 AAC 51.330.

(d) State aid will be calculated from membership reports submitted by the Office of Adult and Vocational Education. Average daily membership/full-time equivalent (ADM/FTE) in approved vocational education courses will be assigned the following cost weighting factors:

(1) A factor of .2 will be assigned to the following programs: health, consumer and homemaking, horticulture, commercial art, clothing and textiles, general marketing, food production, natural resources, forestry, agriculture services and supplies, transportation and travel, wildlife management, business management, child care management, and surveying.

(2) A factor of .4 will be assigned to the following programs: aircraft mechanics, communication technologies, commercial photography, agriculture mechanics, accounting, small engine mechanics, and automotive body repair.

(3) A factor of .6 will be assigned to the following programs: agriculture production, welding, industrial education, woodworking, automobile mechanics, electrical technician, drafting, fisheries, and diesel engine mechanics.

(4) A factor of .8 will be assigned to the following programs: graphics, secretarial and word processing, and construction trades.

(e) The department will, within 90 days after receipt, review the local vocational education plan and will notify the district of its approval or disapproval. (Eff. 7/1/86, Register 96).

Authority: AS 14.07.020
AS 14.07.060
AS 14.17.043
AS 14.35.020

4 AAC 51.350. PROGRAM REVIEW.

(a) The department will review school district vocational education programs to insure compliance with the requirements of 4 AAC 51.200 -- 4 AAC 51.390 and assurances given in the application for state aid.

(b) Upon request by the department, a district shall provide any information or reports required by 4 AAC 51.200 -- 4 AAC 51.390.

(c) The department will exercise its best efforts to provide at least 30 days written notice before reviewing a district program.

(d) The department will submit written results of the program review to the district within 60 days after a review under (a) of this section. The written results will include any requirements for corrective action.

(e) Subject to the provisions of 4 AAC 40.010 -- 4 AAC 40.050, if the department determines that a district is out of compliance with the requirements of 4 AAC 51.200 -- 4 AAC 51.390 or assurances given in the application for state aid, it will, in its discretion, suspend approval of state aid and payments made under AS 14.17. (Eff. 7/1/87, Reg. 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.360. WAIVER.

(a) The commissioner may, for cause and upon a showing of necessity, waive any requirement imposed by 4 AAC 51.200 - 4 AAC 51.330.

(b) A district may submit a written request for a waiver to the commissioner, containing at least the following in the order listed:

(1) the specific provisions for which the waiver is requested;

(2) the reasons why each provision for which a waiver is requested cannot be met by the date required;

(3) the date by which each provision for which a waiver is requested can be met, or, if it cannot or should not be met by July 1, 1989, the reasons why.

(c) The commissioner shall notify the district by certified mail of his or her decision on the request for waiver within 20 working days after the receipt of the request. The notice must include the specific provisions for which the waiver has been granted and the amount of time each provision has been waived. If the commissioner denies a request for a waiver under (a) of this section, the notice must include the reasons for the denial.

(d) A district whose request for a waiver has been denied by the commissioner may, within 10 working days after its receipt of the notice under (c) of this section, request the state Board of Education to review the decision of the commissioner.

(e) Within 60 working days after receipt of the request of the district under (d) of this section, the board will either reverse or affirm the decision of the commissioner. The board's decision is subject to review in the manner provided by AS 44.62.560.

(f) **This section is repealed on July 1, 1989**. (Eff. 4/12/86, Register 97; am 12/23/88, Register 108)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020

4 AAC 51.390. DEFINITIONS. As used in 4 AAC 51.200 - 4 AAC 51.390,

(1) "curriculum" means the instructional program content as approved by the department;

(2) "formal" means a structured procedure for obtaining information;

(3) "program" means a logically sequenced set of instructional outcomes;

(4) "vocational education" means organized programs, approved by the department, for grades nine through twelve, that prepare individuals for paid or unpaid employment, or for advanced education, in an occupation that requires less than a baccalaureate degree;

(5) "vocational student leadership organizations" means those organizations for individuals enrolled in vocational education programs which engage in leadership training activities as an integral part of the instructional program. (Eff. 12/4/85, Register 96)

Authority: AS 14.07.020
AS 14.07.060
AS 14.35.020